REPORT RESUMES

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TRAINING INSTITUTE TO UPGRADE TEACHERS OF VOCATIONAL AGRICULTURE IN DISTRIBUTIVE EDUCATION AND SUPERVISED TRAINING IN OFF-FARM AGRICULTURAL OCCUPATIONS. FINAL REPORT.

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TWO 6-WEEK WORKSHOPS WERE CONDUCTED AT OKLAHOMA STATE UNIVERSITY FOR 60 SELECTED VOCATIONAL AGRICULTURE TEACHERS FROM 17 STATES DURING THE SUMMERS OF 1965 AND 1966 WITH THE OBJECTIVES OF (1) UPGRADING TEACHERS IN THE DISTRIBUTIVE PHASES OF VOCATIONAL EDUCATION, (2) ACQUANTING TEACHERS WITH SUPERVISED TRAINING METHODS, (3) HELPING RURAL HIGH SCHOOLS BY QUALIFYING TEACHERS TO CONDUCT DISTRIBUTIVE PROGRAMS, AND (4) ADAPTING EXISTENT INSTRUCTIONAL MATERIAL IN DISTRIBUTIVE EDUCATION TO THE NEEDS OF VOCATIONAL AGRICULTURE. DISTRIBUTIVE EDUCATION COORDINATORS TAUGHT MUCH OF THE COURSE, AND A VARIETY OF METHODS AND ACTIVITIES WERE UTILIZED INCLUDING SEMINARS AND TOURS. TWO WORKSHOPS REPORTS CONTAINING LESSON PLANS, REFERENCES, AND IDEAS, AND MANY PROMOTIONAL AIDS WERE DEVELOPED. MORE THAN 200 COPIES OF THE REPORTS WERE SENT TO PERSONS REQUESTING THEM. PRE- AND POST-TEST DATA SHOWED THAT PARTICIPANTS INCREASED THEIR KNOWLEDGE OF DISTRIBUTION SIGNIFICANTLY. ALTHOUGH FOLLOWUP EVALUATION REVEALED THAT PROGRAM IMPLEMENTATION WAS DIFFICULT, PARTICIPANTS HAD INTEGRATED AGRICULTURAL DISTRIBUTION UNITS OF INSTRUCTION INTO REGULAR INSTRUCTION, AND MOST WERE TEACHING JOB APPLICATION AND SALESMANSHIP, AND MAKING MERCHANDISING MANUALS. TEACHERS IN MULTIPLE TEACHER DEPARTMENTS WERE MORE LIKELY TO HAVE IMPLEMENTED THEIR PROGRAMS. IMPLEMENTING WORKSHOP PLANS WAS DEPENDENT ON PERSONS AND FACTORS OTHER THAN THE PARTICIPANT, SUCH AS AVAILABILITY OF TRAINING STATIONS IN HOME COMMUNITIES. REFERENCES, INSTRUCTIONAL MATERIALS DEVELOPED DURING THE WORKSHOP, EXCERPTS FROM WORKSHOP REPORTS, A SAMPLE COPY OF A NEWSLETTER, AND EVALUATION AND IMPLEMENTATION DATA ARE INCLUDED. (JM)

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BR ~~Project~~ No. 5-0025
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September, 1967

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TRAINING INSTITUTE TO UPGRADE TEACHERS OF VOCATIONAL AGRICULTURE IN DISTRIBUTIVE EDUCATION AND SUPERVISED TRAINING IN OFF-FARM AGRICULTURAL OCCUPATIONS,

Project No. 5-0025
Contract No. OE-5-85-077

William L. Hull, Marsena M. Norris,
and Cleo A. Dupy

September, 1967

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3 Oklahoma State Univ~~ersity~~

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ACKNOWLEDGMENTS

The persons most responsible for a productive Institute are the instructors of the two workshops, Mrs. Lucille Patton and Mr. LeRoy Ward. Their philosophies of Distributive Education permeate every aspect of this project.

A number of other individuals have been closely identified with the project. Among them are Dr. William W. Stevenson, Director of the Vocational Education Research Coordinating Unit; Dr. J. B. Morton, District Supervisor of Vocational Agriculture; and Donald L. Coffin, Guthrie Vocational Agriculture teacher. These men acted as consultants to the 1966 workshop agricultural competencies committees.

A host of speakers, panels, and consultants appeared before the Institute participants. Each shared authoritative knowledge to improve the Workshop program. Agricultural business merchants in Oklahoma City and the surrounding communities opened their doors to conduct tours of their establishments and answer Institute participants' questions concerning employment policies.

This project would not have been possible except for Dr. Everett D. Edington who initiated and planned the Institute. The helpful cooperation of Dr. Robert R. Price, Head, Department of Agricultural Education, and Mr. M. J. DeBenning, State Supervisor of Distributive Education, served to bind plans into a cohesive program. Evaluation committee members such as N. W. Baldwin, Superintendent of Schools at Broken Arrow, Oklahoma; Byrle Killian, Assistant State Director of Vocational Education; and Herb Mackey, State Supervisor of Vocational Agriculture, provided helpful guidelines for assessing the outcomes of the project.

Comments from colleagues in the Department of Agricultural Education and in the Oklahoma Division of Vocational Agriculture were appreciated.

Finally, the constructive attitude of the participants during the workshop and the hospitality extended the staff during follow-up visits went beyond the expectations of the authors.

CHAPTER I

INTRODUCTION

Definition of the Problem

Many rural youth are finding it difficult to obtain employment in their local communities and are moving into urban areas to find employment. A majority of them are unskilled and as a result must take lower levels of employment and thus have sub-standard levels of living.

In many rural high schools vocational agriculture has been the only type of vocational education available. While this has adequately served those going back to the farm it has not provided those with skills who were going into other types of employment, both in off-farm agriculture and other areas.

The method of supervised training for vocational agriculture in the past has been the teacher supervising the student's farming program on his home farm. This has been inadequate because many of the students do not have large enough farming programs for training and it is not educating others for the type of work in which they will be engaged in the future.

The Vocational Education Act of 1963 makes it possible for vocational training in agriculture to be provided for all types of agricultural occupations, both on and off the farm. Supervised training can now be provided in off-farm agricultural occupations as well as in supervised farming programs. One of the greatest difficulties in developing such programs is that the teachers are not qualified for them. Teachers feel inadequate and hesitate to try new types of training programs.

This program attempted to teach vocational agriculture instructors methods of developing cooperative training programs and supervision of such programs. It enabled smaller school systems to broaden their vocational programs to include distributive education on a small scale and provided more efficient use of their vocational teacher's time. It should have resulted in young people being better trained both for off-farm agricultural occupations in the local community and for distributive-type employment elsewhere.

Definition of Terms

Throughout this report, the phrase "agricultural occupations" refers to all kinds of employment requiring a knowledge of agriculture both on and off the farm. A more accurate description of the instructional program described in this report is conveyed by the terms "agricultural distribution." However, due to the acceptance of the former terminology by supervisors and teacher educators in vocational education, it appeared desirable to dub this teacher training institute with the abbreviated title of "Agricultural Occupations Institute."

"Supervised occupational experience" is used in this report to mean an educational program made possible by a cooperative agreement among the school authorities, merchants of businesses, and parents of students participating in the program. It utilizes on-the-job training procedures under the supervision of a teacher-coordinator and business merchant.

Literature Review

This teacher education institute was a product of the 1963 Vocational Education Act. It reflects the broadened concept of vocational agriculture and the interrelatedness of different aspects of vocational education.

Other vocational education in agriculture efforts originating from funds authroized by P.L. 88-210 include four Kentucky demonstration centers (7) and a pilot project at Paola, Kansas (17). Vocational students at Paola receive a common core curriculum including supervised occupational experience in firms and businesses.

Soon after the 1963 legislation, supervisors and teacher educators began to mobolize their resources to identify vocational and technical needs in agriculture. A state-wide study of off-farm agricultural occupations in Oklahoma was conducted by Stevenson (21). This study showed occupations needs to be greatest in the areas of ornamental horticulture, agricultural machinery, and agricultural supplies. The major findings in this study were confirmed by results reported in other states.(8). Consequently, major curriculum effort during the workshops was devoted to an integration of distributive information into the three agricultural occupations areas exhibiting more pronounced manpower needs.

This project was initiated to retrain agriculture teachers in distributive skills. For many years distributive education teacher-coordinators have been placing students in commercial businesses for experiences which complement the school's instructional program. A study completed in Michigan (5) evaluated cooperative occupational training programs in several vocational fields. Responses from students, employers, parents, and teachers showed favorable results from this method of instruction.

The content of the Institute reflected the changes taking place in the agricultural industry itself. More people were being required to supply and service commercial farms. The adaptation of distributive education teaching aids to agribusiness educational needs marked one aspect of the vocational agriculture system which is undergoing transition. In this sense, the entire project was considered developmental. Scheerer (19) defines developmental in terms of a progression of stages of a system. The subject matter content outcomes of the project were loosely defined within the framework of the teacher education institute.

The primary ingredient in most educational programs is the teacher. The classroom teacher must be convinced of the desirability of an innovation before it can be adopted. Miles (14) says "the planners of some large-scale curriculum study projects seem to assume...that the teachers who will do this teaching are an ineducable lot of dunderheads who are the main barrier to innovation." Although teachers are a necessary ingredient in curriculum innovation adoption, they are not sufficient to have the practice adopted in their school system. Because of this some sponsors of summer session teacher institutes have grown measurably disillusioned with this method of introducing innovation into a school system. As one National Science Foundation staffer (12) put it, "One teacher can't reform a school system. You need a larger portion of the faculty. You need a critical mass."

The concept of a critical mass has relevance to the concentration of instructional materials for a given subject matter outcome. The two most extensive sets of guidelines (3) (7) for conducting programs in off-farm agricultural occupations were published after both workshop sessions had been conducted. The 1965 workshop report of the Institute (1) exhibits fewer references than the 1966 workshop report (2). This circumstance yielded a concentration on the adaptation of distributive education methods during the 1965 workshop with a more complete integration of distributive information with agriculture units during the 1966 workshop.

The participants were expected to behave much as any group of teachers attending a professional institute. An investigation completed by Christiansen (9) in a study of 101 Ohio teachers of vocational agriculture showed that generalizations derived from studies of the adoption process are applicable to this population. Miller (15) studied North Carolina teacher adoption of an innovation in supervised practice to find only one variable, teaching practices, to be significantly correlated with teacher level of adoption. A research proposal was written and funded (22) to study the Agricultural Occupations Institute participants' behavior after the workshop to determine what factors inhibited or enhanced the adoption of the agricultural distribution program in a school system. The adoption process was divided into five stages for this study (18): awareness, interest, evaluation, trial, and adoption.

Project Objectives

The objectives of the teacher education institute focused on the adoption of an innovation: Use of distributive information and methods in the preparation of students for off-farm agricultural occupations. More specifically, the objectives are as follows:

1. To upgrade teachers of vocational agriculture in the distributive phases of vocational education.
2. To acquaint teachers of vocational agriculture with methods of conducting supervised training in agricultural businesses.
3. To help rural area high schools to have vocational teachers qualified to conduct broader vocational programs in distributive education.
4. To adapt existing teaching materials in distributive education to meet the needs of training programs in off-farm agricultural occupations.

CHAPTER II

METHOD AND PROCEDURES

Staff and Facilities

Soon after the research proposal had been approved, the initiator, Everett D. Edington, resigned from his position in the Department of Agricultural Education, Oklahoma State University and a new director, William L. Hull, was approved. He joined the staff June 15, 1965, after the workshop had been in session one week. Cleo A. Dupy, an experienced teacher of vocational agriculture, was secured for the one-half time research assistantship.

When Cleo Dupy resigned, Marsena M. Norris, an experienced Oklahoma Vocational Agriculture teacher was hired effective June 6, 1966. The two assistants and the director assisted with the two workshops, conducted most of the follow-up visitation of the participants, and reported activities of the project.

Two secondary school teachers, both with experience in distributive education were hired as instructors for the two six-week workshops. Lucille Patton, Guidance Counselor and Business Education Teacher at Hollis High School, and LeRoy Ward, Teacher-Coordinator in Distributive Education at John Marshall High School in Oklahoma City, instructed, supervised, and evaluated the workshop participants' activities. Both instructors met with the project director as consultants several times to plan and evaluate outcomes of the workshops and to revise and prepare materials for the project.

Office space was secured in the Department of Agricultural Education for the staff. Secretarial assistance was available in the Department of Agricultural Education and at the Research Foundation. Air conditioned classroom space was provided across the hall from the staff offices. Institute participants could select air conditioned apartments, or rooms provided by the University or private sources. They had the option of living adjacent to other Institute participants.

Participant Selection

Immediately after the contract was signed on May 1, 1965, notices of the Institute requesting applications from teachers of vocational agriculture went to Head State Supervisors of Vocational Agriculture and Head Teacher Educators in all states as well as to all vocational agriculture teachers in Oklahoma. The notices for the second workshop were mailed January 7, 1966. Oklahoma teachers received their information through their district supervisor during a mid-winter conference.

Each year a committee composed of the Institute Director, the Head of the Department of Agricultural Education, the Head State Supervisor of Distributive Education, and District Supervisors of Vocational Agriculture selected the participants. Consideration was given to the teacher's ability to profit from the Institute. Years of teaching experience, age, grade point average, opportunity for placement of students in businesses and the size of enrollment in vocational agriculture classes were factors considered during the selection process. More non-Oklahoma participants were selected from the southern states the second year to lessen the time and expense of travel. The distribution of Oklahoma and non-Oklahoma participants may be seen in Figures 1 and 2.

After the selection committee meeting of March 17, 1966, all individuals applying for the Institute received notices indicating they were (1) accepted, (2) not accepted, but tentatively first, second, or third choices if someone could not attend, or (3) not accepted. Each participant received information concerning housing details of the Institute.

The Institute Workshops

Two six-week workshops were conducted beginning June 7, 1965 and June 6, 1966. Prior to the arrival of the participants, much consultation took place with people in Distributive Education and Agriculture to complete the instruction for the workshops. Arrangements were made with guest speakers and consultants as much in advance as possible. A few last minute cancellations required schedule adjustments. See Appendix A for the workshops Calendar of Events.

The intervening year between the workshops plus the experience gained in the first workshop resulted in a more cohesive workshop session the second summer. However, workshop methods of instruction remained much the same. Instruction from the distributive education coordinators was interspersed with presentations from the participants. A written copy of the presentation was handed to the instructors who edited the copy before it was published in the workshop reports.

The individual assignment of a person to a seminar topic was superseded by group instruction during the second workshop. Five-man committees revised the distributive education units of instruction completed during the summer of 1965. Then they formed ten-man committees to incorporate distributive information into agricultural units of instruction. An attempt was made not to duplicate the units of the first year, but to begin where the first workshop stopped. The participants became so involved in their work that when time became short, volunteer committees met at night to prepare promotional materials for use with merchants, prospective students, etc.

Field trips were made to agricultural businesses in the Oklahoma City area. Each participant spent time with agriculture supply store managers, farm machinery implement dealers, and greenhouse or nursery men. One Institute staff member went with groups of six or eight participants to each business. University transportation was used. Due to the evaluation from the 1965 participants, the second year visits were made to smaller agricultural businesses more typical of the participants' communities.

The Follow-up Phase

Most of the follow-up phase of the project was conducted by the director and the research assistants. On occasions, the workshop instructors consulted with individual teachers. Time and money limited the staff to one official visit per participating teacher. As far as possible non-Oklahoma participants received the same amount and quality of attention as Oklahoma participants. However, activities within the state brought the Oklahoma teachers together so that more post-workshop discussion occurred among these teachers than among the out-of-staters. A newsletter was initiated the second year by the research assistant. Frequently the staff would visit a school briefly enroute to another destination. This permitted more of a continuing dialogue with the teachers and kept the staff informed of program changes.

At least one of the visits was at least a half-day in length. All of the participants in states other than Oklahoma were visited only once for a full day or longer. See Appendix K for a schedule of visits. Each official visit included: time spent with an administrative officer, usually the superintendent of the school system; observation in the class where the agricultural distribution units were taught; conversations with students; and interviews with training station managers. In communities where no training stations had been designated, visits with prospective training station managers sometimes yielded promising results. Most follow-up visits to high schools were made when the University was not in session or as time permitted. The early series of visits in 1965 attempted to spot difficulties soon after school started. Also the research assistant was conducting interviews for his thesis research (11). These visits were balanced by later visits the second year to appraise the effects of the Institute. On occasion, members of the evaluation committee and state supervisors accompanied staff members to the high schools. Problems of teachers were discussed with individual supervisors as the need arose.

Evaluation

Efforts were made to determine the extent of involvement of each participant in agricultural distribution activities before coming to this Institute. Tests were developed to measure the extent of distributive education knowledge attained by the participants during the 1966 workshop. Two other tests were administered to the 1966 participants to help describe their behavior during and after the workshop. The Purdue Teacher Opinionnaire (6) indicated each teacher's morale and job satisfaction. This instrument has been judged valid on the basis of peer judgments. It has a reliability of .87 for the total score. The Wide Range Vocabulary Test (4) was administered to determine each participant's verbal fluency. The participants were ordered according to morale and verbal intelligence scores.

Subjective evaluations of teacher implementation efforts were made during the follow-up phase of the program. Notes were taken to help the staff improve the 1966 workshop and other supportive activities.

The major evaluation was performed by a committee consisting of the state supervisors of vocational agriculture and distributive education, a teacher educator in each field, a school superintendent, and the project director. Other persons were included due to their close association with the program. All written evaluations can be found in Appendix G. The formal evaluation committee met twice, February 1, 1966 and June 13, 1967. Each member had an opportunity to visit high school vocational agriculture departments of teachers who had participated in the Institute.

CHAPTER III

OUTCOMES OF THE PROJECT

Participant Selection

This Training Institute received financial support from the Office of Education for one primary purpose: to teach distributive phases of vocational education to teachers of vocational agriculture. Implicit in this purpose are the assumptions (1) that vocational agriculture instructors lack proficiency in teaching distributive skills and (2) that they are in a position to implement the knowledge gained as a result of attending the Institute.

When a vocational agriculture teacher was selected as a participant his prior experience with distributive programs, his attitude towards off-farm agricultural occupations as a vocational choice for agriculture students, and the environmental limitations of his community became a part of the instructor-participant interaction of the Institute.

Only factors which could be assessed from written information were used in selecting the participants. However, the need for an off-farm agricultural occupations program in the applicant's community was evaluated by area supervisors of the Oklahoma applicants. Undoubtedly, state supervisors and teacher educators from states other than Oklahoma informed vocational agriculture teachers about the Institute who would be most capable of learning and teaching distributive skills in their program. Consequently, the Institute participants constituted a select group of vocational agriculture teachers with an interest and a need for instruction in distributive education.

Table 1 shows the age, teaching experience, and educational attainment of the participants. Over half of the 1965 participants had taught over five years in their present school system. This was also true of the 1966 workshop group. Data collected the first year of the project (11) which is reported in Appendix Table H-4 showed teachers who were at their present school five to nine years who set up a separate class in agricultural occupations, to have placed more students in cooperative training stations than other teachers. Teachers with more tenure tended to place fewer students.

Teachers participating in the 1966 workshop were slightly older, more experienced, held more masters' degrees, but had lower grade point averages than the 1965 group of teachers.

TABLE 1. AGE, TEACHING EXPERIENCE, AND EDUCATIONAL ATTAINMENT OF PARTICIPANTS

	Institute Participants	
	1965	1966
Average Age of Teachers	35.0	38.0
Number of teachers with M. S. degree	12.0	14.0
Undergraduate Grade Point Average	2.8	2.7
Average Years of Teaching Experience	11.8	12.8

More out-of-state participants were selected for the Institute the second year. This was influenced by fewer applications for the Institute received from Oklahoma teachers. The first year seventy-eight Oklahoma applications were received compared to twenty-five from states other than Oklahoma. Last year thirty-one Oklahoma teachers applied for the Institute as opposed to thirty-eight out-of-state teachers. Applications from out-of-state teachers showed more evidence of interest in distribution the second year. The names and addresses of vocational agriculture teachers who participated in one of the two workshops are listed below:

1965 Workshop

Name	Town	State
Best, Marvin G.	Vinita	Oklahoma
Brown, Donald D.	Prague	Oklahoma
Coffin, Donald R.	Guthrie	Oklahoma
DeWitt, Gene	Ponca City	Oklahoma
Frank, Harry	Purcell	Oklahoma
Gappa, Don	Hooker	Oklahoma
Gray, David	Ada	Oklahoma
Hardie, Hugh	Collinsville	Oklahoma
Harrison, William	Leedey	Oklahoma
Henslee, Lloyd	El Reno	Oklahoma

Name	Town	State
Howell, Ted J.	Muldrow	Oklahoma
Kitchens, Edward	Norman	Oklahoma
Legako, Joe J.	Watonga	Oklahoma
Logan, Bob	Poteau	Oklahoma
Matthews, Dyton	Madill	Oklahoma
Metcalf, W. Kent	Altus	Oklahoma
McKay, Bob	Broken Arrow	Oklahoma
Nowlin, Alvin G.	Minco	Oklahoma
Polone, H.F.	Durant	Oklahoma
Ratliff, Adrian	Hobart	Oklahoma
Bobbitt, Frank	Wytheville	Virginia
Denmark, Howard S.	Louisiana	Missouri
Jaworski, Donald	Allegan	Michigan
Keesler, Norman G.	Vale	Oregon
Luke, Clifford	Minneapolis	Minnesota
Martin, Joe	Bald Knob	Arkansas
Mashburn, Will	Waco	Texas
McClure, Clarence	Benton	Tennessee
Sowder, Glen	Yuma	Colorado
Lackey, Herbert	Cleveland	Tennessee

1966 Workshop

Applegate, Leon	Sand Springs	Oklahoma
Ashley, Glynn	Haileyville	Oklahoma
Blankenship, Dwight	Stigler	Oklahoma
Corning, Bill	Gould	Oklahoma
Dawkins, Gerald	Midwest City	Oklahoma
Gardner, Glen	Warner	Oklahoma
Goforth, Arlie	Medford	Oklahoma
Holman, Delbert	Newcastle	Oklahoma
Hunter, James	Lexington	Oklahoma
May, Donald	Union City	Oklahoma
Nolen, Mickey	Hartshorne	Oklahoma
Nunn, Robert	Seminole	Oklahoma
Parker, Willard G.	Muskogee	Oklahoma
Perry, Edward	Jenks	Oklahoma
Randell, Hallard	Blackwell	Oklahoma
Shell, Lon	Skiatook	Oklahoma
Sumner, W. D.	Okeene	Oklahoma
Wood, Robert	Sallisaw	Oklahoma
Branham, Finis	Littlefield	Texas
Crawley, Robert	Monticello	Arkansas
Dowell, George L.	Boyle	Mississippi

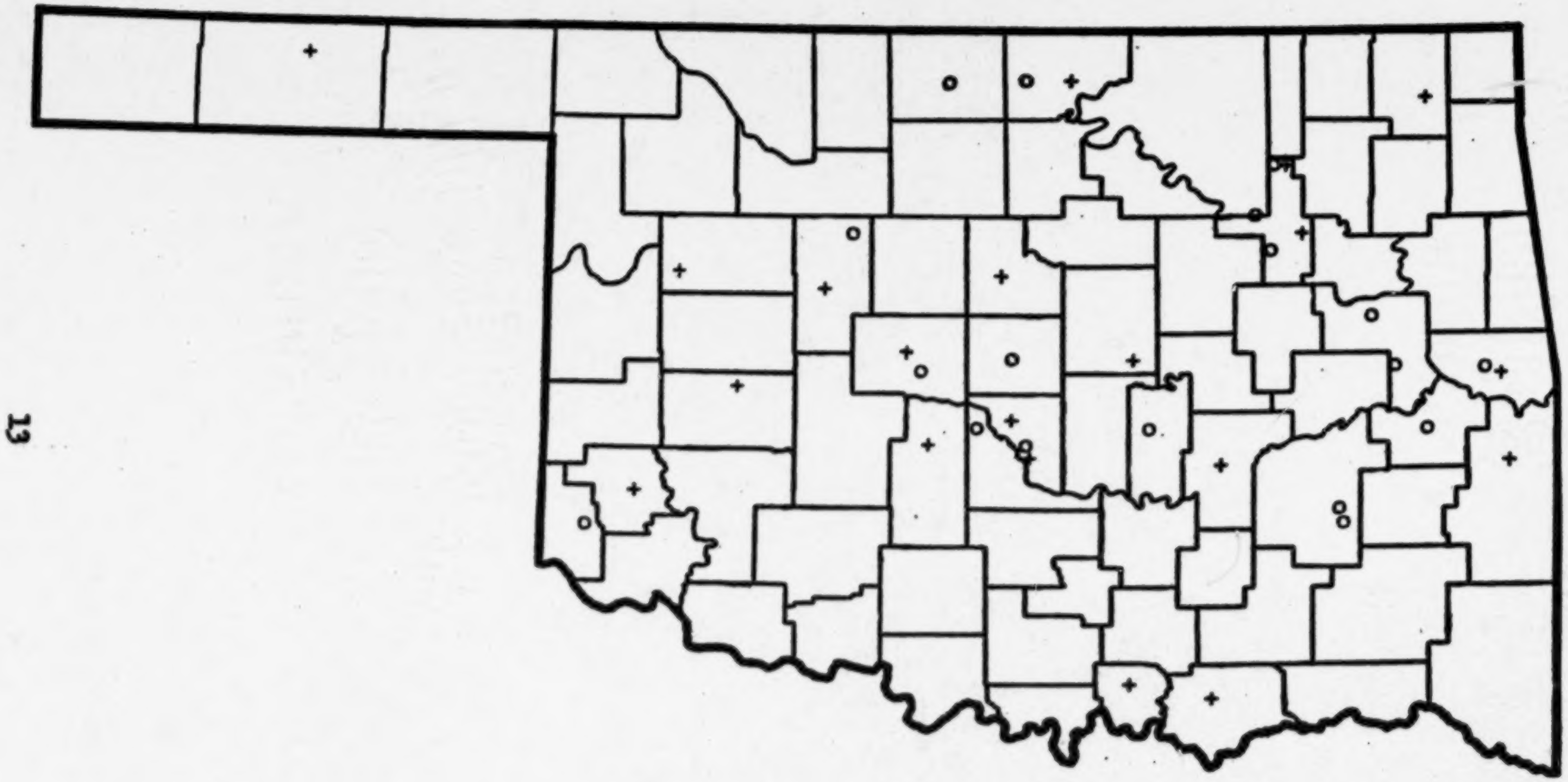
Name	Town	State
Gregory, Harold G.	Portland	Tennessee
Head, George	Albuquerque	New Mexico
Hubbell, James	Vacherie	Louisiana
Meder, R. T.	Phoenix	Arizona
Miller, Odell	Peorio	Ohio
Otte, Elroy	Dimmitt	Texas
Smith, Loy W.	Lavonia	Georgia
Stiles, Samuel	Savannah	Georgia
Venner, Lawrence	Wessington Springs	South Dakota

Many of the participants from states other than Oklahoma gave evidence of involvement in distributive type activities or presented other indications of a desire to improve their program of vocational agriculture. For example, one teacher sent detailed results of a community survey listing information about agricultural businesses. Other teachers indicated their vocational agriculture departments had been recipients of special projects sponsored by state departments of education, and that they felt a lack of knowledge in how to precede with their program.

The Institute staff was aware that the purpose of the Institute was to instruct teachers in distributive skills who had a need for the program. The issue was: What constitutes a need. Some teachers may have had a need for program improvement without the opportunity or desire to effect a distributive program in their community. Probably these individuals did not apply for the Institute.

However, after observing the difficulties experienced by 1965 teacher participants when they tried to implement the program in small communities with few agricultural businesses, the decision was made to include (1) some vocational agriculture teachers who had successfully implemented an agricultural occupations program and (2) teachers who were near or adjacent to relatively urban communities. The geographic distribution of the Institute participants can be seen in Figures 1 and 2. The Oklahoma programs are clustered near Oklahoma City and Tulsa. Several out-of-state participants came from urban areas.

An attempt was made to select participants from out-of-state in the same manner as those from Oklahoma. Table 2 shows Oklahoma participants in the 1966 Workshop to have slightly higher scores on the Wide Range vocabulary test. However, the distribution of participants within each quartile is well interspersed. A graph can be seen in Figure F-1. Data in Table 3 indicates the non-Oklahoma participants to have greater knowledge of distributive education when they began the Institute and a higher level of morale as



+ = 1965 Workshop Participants
o = 1966 Workshop Participants

FIGURE 1. GEOGRAPHIC LOCATIONS OF OKLAHOMA PARTICIPANTS

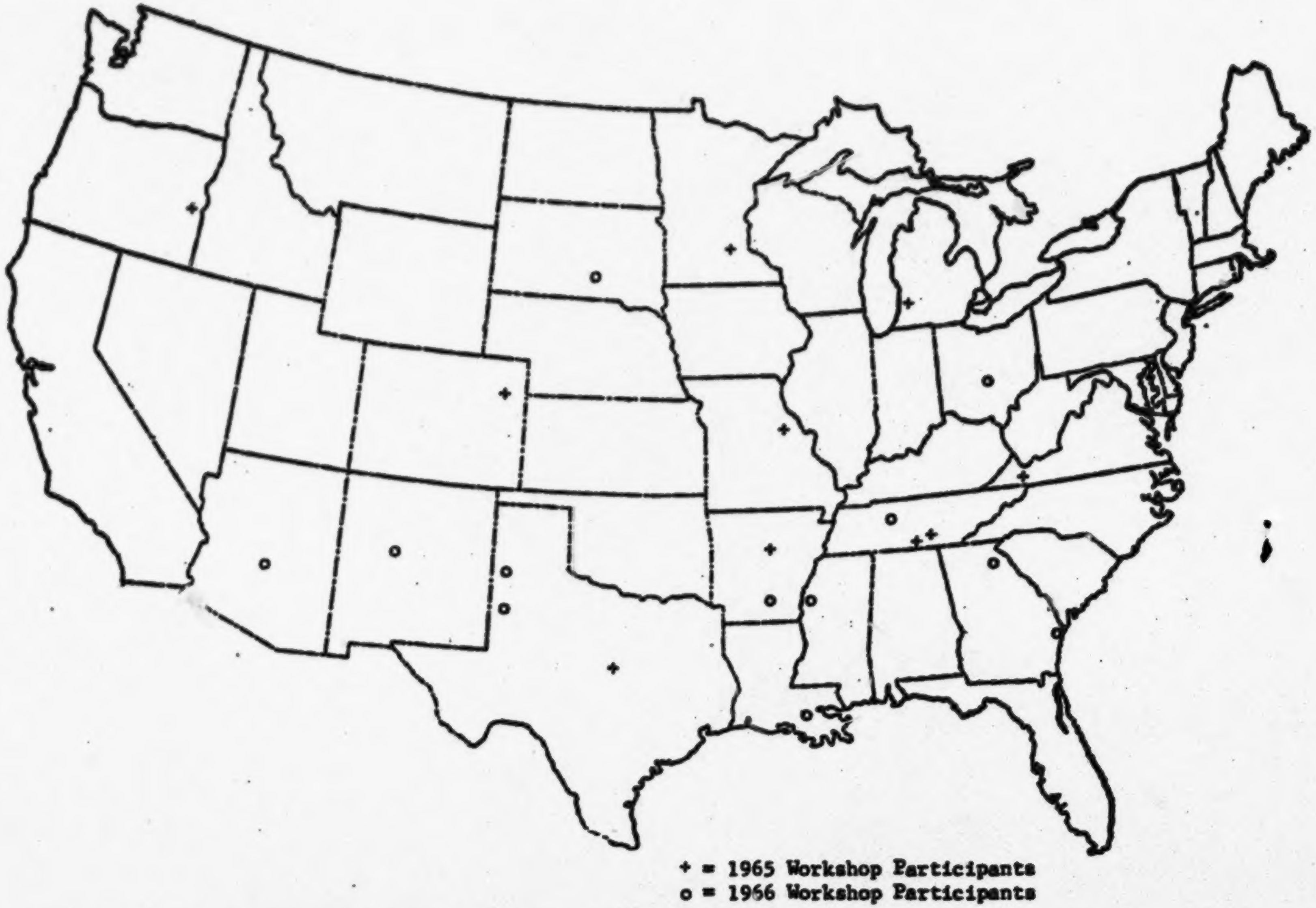

+ = 1965 Workshop Participants
o = 1966 Workshop Participants

FIGURE 2. GEOGRAPHIC LOCATIONS OF INSTITUTE PARTICIPANTS FROM STATES OTHER THAN OKLAHOMA

TABLE 2. DISTRIBUTION OF 1966 WORKSHOP PARTICIPANTS' WIDE RANGE VOCABULARY TEST SCORES BY QUARTILE RANGE AND HOME STATE

Quartile	Percent of Participants	
	Oklahoma	Non-Oklahoma
First	16.8	33.2
Second	22.2	25.2
Third	33.3	16.6
Fourth	27.7	25

$X^2 = 5.7 < 7.8$ required for significance at the .05 level

TABLE 3. MEAN DISTRIBUTIVE EDUCATION PRETEST SCORE BY PURDUE QUARTILE RANGE AND 1966 WORKSHOP PARTICIPANTS' HOME STATE

Purdue Opinionnaire Quartile Range	Oklahoma		Non-Oklahoma	
	N	Mean	N	Mean
First	5	72.4	2	88.0
Second	6	72.2	2	79.0
Third	4	67.8	3	71.7
Fourth	3	69.0	5	76.6

$X^2 = 16.3 > 11.3$ The frequency distribution of numbers of participants is significant at the .01 level measured by the Purdue Opinionnaire. The difference in morale level was significant at the .01 level. Both instruments were given the first day of the 1966 workshop.

The fact that a greater number of non-Oklahoma teachers had initiated distributive-type training efforts in their vocational agriculture departments undoubtedly influenced both the increased knowledge of distributive education and high level of morale. It may have reflected the greater selectivity of applicants from out-of-state sources. State supervisors and teacher educators probably invited teachers to apply who would be able to utilize the distributive knowledge in their high school program.

A morale problem was noted among participants during the early weeks of the 1965 Workshop. At times, a questioning attitude developed which challenged the value of the Institute itself. This was overcome as the participants became more familiar with distribution processes and the contribution distribution systems make to agriculture and the national economy.

Workshop Activities

A calendar of events for each workshop may be found in Appendix A. This calendar lists assignments and highlights of each day's activities. Discussions and lectures on distribution methods were coordinated with this schedule. The schedule is relatively complete except for last minute additions and the schedule of tours of agricultural businesses. At least three or four businesses in the categories of Ornamental Horticulture, Farm Machinery, and Feed and Fertilizer Stores were visited each year by participants in the Institute. Some processing plants and the meat and produce departments of chain grocery stores were visited to give the participants impressions of large scale businesses in operation. The 1965 participants suggested the tour days be interspersed with class sessions. This was done in part the second year. The 1966 Institute participants had an opportunity to arrange some of the tour visits in small-town communities. This was done under the supervision of the Institute staff.

Participant involvement was achieved in the 1965 workshop with seminar topic assignments which became units of instruction for the report. Frequently, the men would present their information as they planned to do in their high school class at home. This resulted in instructional units of varying quality in the workshop reports. Appendix B contains excerpts from the 1965 workshop report. Step by step procedures were devised for planning and implementing the agricultural distribution program. Portions of this information was reproduced by the Center for Vocational and Technical Education at The Ohio State University in a publication entitled Planning and Conducting Occupational Experience Programs for Off-farm Agricultural Occupations. The Appendix B section labeled "Educational Outcomes of Agricultural Occupations Demonstration Programs" was used as a basis for the brochure completed during the 1966 workshop and exhibited in Appendix D.

Much of the group work resulted in the forms listed in Appendix B. During the follow-up visits few teachers were observed actually using the forms presented. However, the Oklahoma supervisors in cooperation with a committee of teachers from the workshop incorporated the student follow-up form into the state record book system.

The 1966 participants used the 1965 workshop report as a beginning point in coordinating and organizing the isolated lesson plans. Individual study after class hours and a mixture of instructor lecture with films and other teaching aids in addition to the participants' presentations characterized the workshop instruction. Most of the participants agreed that enough time was allotted for them to learn from the assignments.

Much time was spent during the 1966 workshop condensing and coordinating distributive units from the 1965 workshop report. Suggestions from teachers who had used the materials were utilized to organize the information into more of a cohesive program. Mrs. Lucille Patton revised the participants' suggestions into a curriculum for cooperative experience programs. A detailed course of study for two years is listed in Appendix C. A unit of instruction typical of the ones presented by the participants during the workshops can be seen in Appendix C.

The environment for learning on the campus was good. Both years the men made extensive use of an adequate library. The number of readings were reduced the second year due to repetition in the reading assignments. References were developed in advance of the participants appearance on campus. Some of these references were listed by subject matter areas. See Appendix E. In addition, private copies of distributive education books and information were checked out to individuals. Books from libraries of Agricultural Education Department staff members were loaned to Institute participants. In addition, each participant in the 1965 workshop received a copy of the first book on the list below plus a copy of the 1966 workshop report when it was completed a year later. Each 1966 participant received the following:

Hemp, P. E. and A. H. Krebs, *A Study Guide for Placement-Employment Programs in Agricultural Business and Industry*.

Wyant, J. T., Hoover, N. K., and D. R. McClay. *Introduction to Agriculture Business and Industry*.

Center for Vocational and Technical Education. *Planning and Conducting Occupational Experience Programs for Off-farm Agricultural Occupations*.

Agricultural Occupations Institute. *Preparing Students for Employment in Agriculture* (1965 Workshop Report)

Experiences which the participants brought with them to the Institute played an important part in the outcome. Participants who had overcome some of the problems in securing and placing students in training stations reinforced the instructors comments. Experienced teacher participants also helped to alleviate the fears and threat which a consideration of off-farm agricultural occupations seemed to pose for some participants.

Special resource people assisted the 1966 teachers integrate distributive ideas into agricultural units of instruction in the areas of Horticulture, Farm Equipment, and Sales and Service of Feed, Seed and Fertilizer. The resource people working with the respective groups were Donald Coffin, Vocational Agriculture Teacher at Guthrie; Dr. J. B. Morton, District Supervisor; and Dr. William Stevenson, Director of the Research Coordinating Unit.

Table 4 gives the gain in knowledge of Distributive Education experienced by participants in the 1966 workshop as measured by two paper and pencil tests. The pre and post tests were written as nearly alike as possible. Six of the eight men in the fourth quartile of the pretest were from states other than Oklahoma. Apparently a ceiling effect was present because the mean gain score of teachers in the fourth quartile who organized a separate class in agricultural occupations actually decreased. However, the gains made by the other teachers in the workshop were so great that the overall gain could not have occurred by chance at the .001 level. See Appendix Table F-1.

Curriculum Materials Developed

A major effort of this project focused on developing and adapting distributive education materials for the Institute teachers and others interested in initiating off-farm agricultural occupations programs. Much effort was put forth by the instructors in the workshops to collect and prepare information prior to the

TABLE 4. DISTRIBUTIVE EDUCATION GAIN SCORES BY TYPE OF OCCUPATIONS CLASS AND PRETEST QUARTILE RANGE FOR THE 1966 WORKSHOP PARTICIPANTS

Distributive Education Pretest Quartiles	Separate Class N	Separate Class Pre-post Gain Score Mean	Integrated Class With Traditional Program N	Integrated Class With Traditional Program Pre-post Gain Score Mean
First	2	13.5	6	22.5
Second	3	11.7	3	11.0
Third	2	13.0	6	10.3
Fourth	6	-1.3	2	3.0

$X^2 = 5.6 < 7.8$ The frequency distribution of numbers of participants is not significant at the .05 level beginning of the workshop sessions. The workshop participants took this material and adapted it to vocational agriculture settings. After each workshop was completed, the two distributive education instructors edited the participants' copy for final publication in the workshop reports.

Copies of the workshop reports have been much in demand. A hundred copies of the 1965 report were distributed and 150 copies of the 1966 report were sent out. Several requests came from agriculture teachers in other states as well as in Oklahoma. An additional 100 copies of the 1966 report are being dessiminated.

Appendices B and C contain excerpts from the two workshop reports. The reader should note the continuity from one to the other. The forms listed in Appendix B were not duplicated in Appendix D. Instead, promotional materials, which had been neglected in the first workshop, were developed. These materials included a set of 30 slides which each teacher received, a student identification card, a brochure, a wall plaque and a flip chart for selling the program to school officials or prospective students. The slide script and other materials may be found in Appendix D. The training agreement form is a refinement of a form developed during the first workshop.

Program Implementation

Implementing the effects of the workshop was the most difficult phase of the project. Although the teachers appeared to have learned the information and to agree, at least in part, with the goals and objectives of an agricultural distribution program, their return to their home community placed them in comfortable, familiar surroundings which inhibited the initiation of different ideas. As one evaluator put it, it is unrealistic to expect very much change in a school program when only one teacher in the total school system has been orientated to different methods.

The workshop materials attempted to make the transition to agricultural distribution as easy as possible. The initial pages of the 1965 workshop report listed in order the steps necessary for an agricultural distribution program to be implemented. Early visits to the teachers in the fall of 1965 resulted in observations indicating difficulties of implementation. In an early newsletter that year, the director sent an "Implementing Activities Checklist" to each participant. Later in the year information from the Labor Department was sent to the teachers.

Very few progress reports were received from the first year participants. With the implementation of a newsletter listing names of the teachers and some of their activities, more reports from teachers were received. A sample copy of the newsletter is in Appendix J.

Events held during the year increased communication among the Oklahoma participants. The research assistant presented the results of his study at a 1965 state-wide meeting of the vocational agriculture teachers. The next year two Institute participants appeared on the program giving a brief description of their agricultural distribution efforts. Three extension classes for credit have been conducted by the Institute staff as part of their other duties in the Department of Agricultural Education in which a number of teachers were exposed to agricultural distribution as a program in vocational agriculture. In one of these classes, a demonstration contest in agricultural occupations was proposed. It became part of the FFA awards program in Oklahoma. A merchandising manual contest has been adopted for students in Vocational Agriculture Occupations Training classes. Each contestant submits a manual of photographs, and other entries describing the merchandising of agricultural products.

The Oklahoma Vocational Agriculture supervisors have been helpful in conducting this Institute. In addition to appearing on the workshop program, their office approved separate credit for high school instruction in occupations training. A student may enroll for two units of credit if he spends an average of two hours a day on the job in a training station supervised by the vocational agriculture teacher-coordinator. Also he must attend a class in occupations for one hour each day. This additional credit possibility became an incentive for the student and teacher alike to implement the program. The first year credit became available for the agricultural occupations classes in Oklahoma, 1965-66, fifteen schools participated. Seven of the fifteen teachers had participated in the Institute. The next year this proportion increased to fourteen Institute schools out of twenty enrolled for two units of agricultural occupations credit. Student enrollment increased from 184 in 1965-66 to 247 in 1966-67. Each year the classes averaged slightly over twelve students each. A common complaint among superintendents was the small size of classes.

During early 1966 a breakfast was held for the Oklahoma Institute participants. The agenda included the following speakers and topics:

Byrle Killian - "The Relation of Occupations Training to the 1968 Evaluation"

M. J. DeBenning -	"Planning for Cooperation with Local Distributive Education Personnel"
Robert R. Price -	"Incorporating Occupations Instruction into Traditional Vocational Agriculture"
Harry Frank -	"Securing Community Acceptance of the Cooperative Placement Program"
Edward Kitchens -	"Developing a Course of Study for an Agricultural Occupations Class"

Seventy percent of the Oklahoma participants attended this breakfast.

Throughout the follow-up phase of the project, the State Supervisor of Distributive Education has assisted in visiting the schools, sometimes spending entire days, and in suggesting various curriculum materials.

Several of the Institute teachers were invited to revise the set of Oklahoma pattern lesson plans. In addition to these plans the Oklahoma State University Research Coordinating Unit distributed the agricultural units of instruction developed in the 1966 workshop to all of the vocational agriculture teachers in Oklahoma.

Despite this assistance, the Institute teachers had difficulty in implementing the program in their high schools. The information in Table 5 suggests the teachers were unable to reassign students to a class after they returned to their high school. Scheduling was listed as one of their most important problems in Dupy's study (11). Table 6 shows time of day the student could work to be a problem when securing training stations. Apparently, some teachers both years let the students determine where and when they could work. Often students were enrolled in the occupations class if they held a job that could qualify.

Securing qualified training stations posed one of the most difficult problems in implementing the program. The problem was particularly acute for teachers in small communities with limited agricultural businesses. Small town businesses were operated with family labor. This presented a problem as indicated by Table 6. The seasonalness of agricultural businesses, particularly in the cotton, peanut, and wheat belts made year-round employment of students difficult. Table 7 shows the students placed for pay in agricultural businesses. The 1965-66 data were collected by Dupy (11) at midyear. This accounts for the larger number of returns than was reported by mail at the end of the 1966-67 school year. Many of the mailed responses omitted this

TABLE 5. NUMBER OF TEACHERS REPORTING METHOD OF SELECTING STUDENTS FOR AGRICULTURAL DISTRIBUTION CLASS

Item	1965-66 N=23	1966-67 N=34[a]
I had no choice, students were already enrolled	1	3
Only students who had or could get jobs	4	6
Only students who had previously taken vocational agriculture	4	9
Only students who needed the money	1	0
Only students who needed the credit to graduate	0	2
Only students with very high intelligence and great ability	0	1
Only students who were interested in work experience and agriculture	5	8
Only students with a farm background	1	2
Other reasons	0	6

[a] Twenty-three of the teachers responding in 1966-67 attended the 1966 Workshop. The other 11 attended the 1965 workshop.

TABLE 6. AVERAGE RANKING OF PROBLEMS IN SECURING TRAINING STATIONS AS PERCEIVED BY TWENTY-EIGHT 1965 WORKSHOP PARTICIPANTS[a] (11)

	Placement of Students in Business	
	Less than Four Students Placed	Four or More Students Placed
Problems	17 Departments	11 Departments
Wages too high	1.7	1.0
Seasonal business	3.6	3.5
Insurance on students	1.2	0.9
Reports on students	0.2	0.1
Ability of students	1.4	1.2
Labor laws for students	1.2	1.6
Extra help not needed	2.6	3.7
Employer could not understand	0.1	0.2
Resentment of employees	0.0	0.1
Students too young	0.5	0.4
Time of day students could work	2.4	2.2
Failure of students to secure Social Security number	0.0	0.0

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[a] 0=no problem, 5=greatest problem

TABLE 7. NUMBER OF STUDENTS PLACED FOR PAY IN AGRICULTURAL BUSINESSES BY TYPE OF BUSINESS[a]

Type of Business	1965-66 N=108	1966-67 N=131
Farm Employment (Production Agriculture)	11	7
Agricultural Supply (Feed, Seed, and Fertilizer)	19	15
Farm Implement	14	18
Horticulture	9	1
Others	55	17

[a] These 1966-67 data were collected from mail questionnaires. The 1965-66 data came from personal interviews.

question. Nevertheless, the trends were similar each year. A proportionately higher number of students were placed in agricultural supply and farm machinery businesses than in horticulture or other types of businesses.

Some Institute teachers had a tendency to place students in training stations employing persons with a need for a limited amount of agricultural knowledge. Some service stations sell fertilizer, and have farmers as customers, but in general the application of agricultural knowledge was limited. The large number of students placed in farm implement businesses is explained by Appendix Table H-2. Most communities large enough to have a vocational agriculture program had an agricultural implement business. The previous table, Table H-1, shows most Oklahoma schools offering an additional credit for Vocational Agriculture Occupations Training had an agricultural machinery business in their community.

The students listing farm employment as their training stations frequently were students living in rural areas where limited quality training stations were available. In general these were not students living in urban situations who lacked farm experience.

The "others" category in Table 7 includes such student trainee job titles as veterinary assistant, butchers helper, horse trainer, service station attendant, etc.

According to a study done by Randall (16), students in Vocational Agriculture Occupations Training (VAOT) invest money in a supervised farming program. In fact, Table H-3 shows the VAOT students to have invested money in inventories at a faster rate than students on the traditional program. This previously cited graduate student study and others (13) illustrate the growing importance attached to off-farm agricultural occupations in Oklahoma.

Teachers in multiple-teacher departments have more time to commit to agricultural distribution than teachers in single-teacher departments. Distributions in Appendix I show that more multiple teacher departments offered a separate agricultural occupations class than single teacher departments. This trend was present both years. Some evidence was available to indicate that the presence of a cooperative program in Distributive Education or Diversified Occupations inhibited the establishment of a separate class in agricultural distribution. See Appendix I.

To aid in the implementation of the agricultural distribution project, news releases were sent to the home communities of the participants, when they were selected to attend the Institute and again when they returned home. In addition, national coverage of the Institute was achieved by an article which appeared in the November 1965 issue of the American Vocational Journal. An article commenting on the participants' programs has been accepted for publication in the Agricultural Education Magazine. News releases with photographs of the participants were sent to Oklahoma City and Tulsa newspapers. An article featuring some of the Oklahoma agricultural distribution programs is being prepared for The Oklahoma Farmer-Stockman Magazine. Frequently, during visits of the Institute staff to schools, the local newspaper would take photographs and publish an article about the off-farm agricultural distribution program. The teachers who were able to fully adopt the agricultural distribution program published a number of newspaper articles about it. Some information received regional and national circulation (10) (20).

Evaluation

Although changed behavior by the participating teachers of vocational agriculture was the object of the Institute, these teachers were frequently asked to evaluate what was being said and done. At the end of the first year's workshop they completed an evauation of the speakers and activities associated with the six-weeks of instruction. The participants enjoyed the seminar method of presenting course content materials. They considered the Institute practical. It was not "bookish" as many courses tried to be. Favorite activities of the 1965 workshop were: the merchandise and area of distribution manuals, the Stillwater panel of cooperating Distributive Education merchants, and a number of specific speakers.

With only one or two exceptions, the participants said the 1965 workshop reading assignment was excessive. Most of the men felt that half of the 50 readings would have been sufficient. They also suggested improvements in the notification of on-campus housing and wanted their fees to be paid in addition to the stipend.

A summarization of the 1966 workshop evaluation can be found in Appendix L. Almost all of the participants had more confidence in conducting a cooperative placement program, recommended other teachers consider such a curriculum change, believed the instructional aids to be useful, and knew more about distributive education after the workshop was completed compared to when they started. The quality of staff instruction received the highest rating; presentations of guest speakers and panels received the lowest.

Several teachers mentioned the need to sell the program in their community. They suggested these follow-up visits could be used for this purpose. Some of the participants in the 1966 Workshop considered the outside readings busywork. Others complained about too much distributive education being taught which resulted in "making a few a little resentful to the Institute." One commentor felt that there was not enough work accomplished at the Institute for a graduate course. One participant said "most of us came in under a bit of a misconception of what the program was...that is we were expecting to receive rather than to do the creating and developing. This, however, I believe was good and of value." More than one person mentioned the exchange of ideas which occurred among the teachers after class. Many commented on the professional growth and development which took place.

Regardless of the praise or criticism which occurred immediately after the workshop sessions, the real test of the effect of the Institute was in the implementation of the idea in the participants' home communities. The high school follow-up visits were the most difficult part of the evaluation to make. No two situations were alike. The observations and comments from individuals in the school system and community resulted in highly subjective judgments. Nevertheless the vocational agriculture teachers who participated in the Institute were queried both by mail and with personal interviews during the visits.

Twenty-three of the thirty Institute participants returned the mail questionnaires each year. In addition, eleven of the 1965 workshop participants returned questionnaire information in the Spring of 1967, almost two years after they left the workshop. In 1965-66, 326 students were enrolled in classes where agricultural distribution units were taught. Of this number 85 were placed for pay in agricultural businesses at the end of the year. This is 23 students less than was reported in Dupy's study (11) at midyear. The 1966-67 mail return showed 364 students enrolled in classes where agricultural distribution units were taught, and 131 of these students were placed for pay in agricultural businesses. This limited return from such a small population renders statistical analysis of the data almost meaningless. It results in tables such as Table 7 which combines data collected from mail questionnaires with interview data. A reasonable assumption may be made that the persons not returning the questionnaire probably had a very weak agricultural distribution program. Trends for the interview data and the mail questionnaire data were consistent generally.

Institute teachers had difficulty implementing the agricultural distribution program in their community. The small number of students placed for pay in training stations testifies to cooperative placement difficulties. Table 6 lists some of the perceived difficulties teachers found when they attempted to locate quality agriculture businesses in their community. The 1965 workshop respondents who were successful in placing students in training stations perceived the problems of securing training stations in approximately the same order as the less successful 1965 participants. The seasonalness of a business, the lack of need for employees, and the time of day the students could work were major problems. The first two problems probably reflect the ruralness of the communities.

Only 11 of the 1965-66 Institute teachers taught the agricultural distribution units in a class separate from their traditional vocational agriculture classes. Thirteen of the 1966-67 teachers were successful in attaining a separate class. Of these numbers, four of the first year teachers and seven of the second year teachers had initiated something approximating agricultural distribution classes before they attended the Institute.

Although a class in agricultural distribution separate from the tradional group serves to focus attention on the program at the local level, many other Institute teachers were successful in integrating units of instruction into Agriculture III and IV courses of study. However, Appendix Table H-4 establishes that among the 1965 participants, a significantly larger number of students were placed in training stations if the teacher was teaching the units in a class separate from traditional vocational agriculture students.

The teachers were asked to identify the units of instruction which had been most useful on the job when implementing the agricultural distribution program. Table 8 shows these to be Applying for a Job, Meeting the Customer, and Salesmanship. Of the agricultural units integrated with distributive skills which were developed by the 1966 workshop participants, the set of units on Agricultural Supply, Sales and Service was by far the most popular. This may be due to the greater number of students being placed in the Feed, Seed and Fertilizer type of businesses. For the 1965 teachers and students responding to the questionnaire as listed in Table 8, there was perfect agreement on the order of the units most useful on the job among teachers and students when the respondents were further classified by single teacher and multiple teacher departments. This gives rise to the hypothesis that different emphases was given instructional units in the single teacher and multiple teacher departments. Appendix Table I-1 shows that significantly more multiple teacher departments offered separate agricultural distribution class than did single teacher departments. This conclusion was not supported by an analysis

TABLE 8. INSTRUCTIONAL UNITS MOST USEFUL ON THE JOB RANKED BY TEACHERS AND STUDENTS[a]

Instructional Unit	1965-66 Teachers	1965-66 Students	1966-67 Teachers	1966-67 Students
Applying for a job	1	1	1	1
Meeting the Customer	3	2	3	2
Salesmanship	2	4	4	4
Understanding store policies	5	3	6	3
Learning how to dress	4	5	5	5
Constructing a merchandizing manual	6	6	9	6
Store layout, location, and organization	7	9	13	7
Accounting and control	9	7	11	8
Making change	12	8	7	11
Advertising and display	10	10	12	12
Distributing agricultural products	11	11	9	8
Learning how to write a sales ticket	8	13	10	13
Pricing agricultural commodities	13	12	2	10

[a] A rank of "1" is the most important unit. Twenty-three teachers and 57 students responded to the question for 1965-66, 34 teachers and 131 students responded for 1966-67.

of the 1966-67 data in Table I-3. But the trend was in the same direction. Many of the 1966-67 single teacher departments had been or were becoming multiple teacher departments.

The teachers were asked to solicit the opinions of the merchants who acted as training station managers for their students. Tables 9 and 10 show the merchants' responses to questions for each year of the Institute. A vast majority of the merchants were pleased with the results of the program. The teachers were cautioned about permitting the students' tasks in the training station to be too much work and not enough education. Table 9 shows that the merchants were pleased with their students. Hopefully, the merchants were not expecting as much labor from the student trainees as they did from regular employees due to the groundwork laid by the teacher-coordinator. Appendix I-5 shows the merchants to be more critical of the observed behavior of the student employee than the vocational agriculture teacher. There was close agreement on all items, but the businessman expected more from the student-trainee than did the teacher.

Parents, too, were queried by the Institute vocational agriculture teachers. Their responses overwhelmingly supported the activities of the teacher. However, Appendix Table I-6 shows that many teachers each year had no conversations with parents of student-trainees about the progress of their son or daughter in training station employment. This may be an accurate reflection of the effort put forth by the teachers in implementing this new program.

Two teachers each year indicated that they planned to drop the separate class which had been initiated to teach the agricultural distribution program. One planned to do this primarily because of the large enrollment in traditional vocational agriculture. Both of these departments were single teacher departments. Each of these departments had merchants which "did not enjoy" their association with the program. Two 1965 workshop teachers implemented a separate agricultural distribution class for the first time during the 1966-67 school year after acquiring a second agriculture teacher.

One of the criteria to be used for evaluation of the Institute was the placement of students in occupations after being trained by the program. The Institute staff was unanimous in feeling it was too early to use this criteria for evaluation since most of the students would be in temporary occupations. However, the following number of 1966-67 full-time occupations were reported by the 1965 workshop participants: Army 7, Welding 5, College 3, Farming 3, Feed, Seed, and Fertilizer 2, Grocery Clerk 2, Horticulture 2, Farm Machinery 1, Plumbing and Electricity 1, Truck Driver 1, and Secretary 1.

TABLE 9. NUMBER OF MERCHANTS INDICATING THE AMOUNT OF WORK PER UNIT OF WAGE OBTAINED FROM THE STUDENT TRAINEES WHEN COMPARED TO REGULAR EMPLOYEES

Sources of Responses	N	Less than	Equal to	More than
1965-66 School Year	65	2	49	10
1966-67 School Year				
1965 Workshop Programs	42	0	28	9
1966 Workshop Programs	84	6	49	21

TABLE 10. MERCHANTS' APPRAISAL OF THEIR ASSOCIATION WITH THE COOPERATIVE PROGRAM

		They Enjoyed Their Association			
Sources of Responses	N	Not at all	A Little	Somewhat	A Great Deal
1965-66 School Year	65	1	1	10	49
1966-67 School Year					
1965 Workshop Programs	42	1	3	3	31
1966 Workshop Programs	84	1	1	14	56

A formal evaluation committee met on February 1, 1966 to review the progress of the Institute and to suggest directions for the second year of the project. They discussed problems teachers were experiencing in implementing the program and identified some projected activities to aid the teachers. Criteria for evaluation were suggested. One June 13, 1967 the same committee plus the Institute instructors met to evaluate the Institute. Detailed information was presented on the six-week workshop sessions, staff activities before and after the workshops, and observations from teachers, merchants, administrators, students, and parents relating to the agricultural distribution program. Each evaluation committee member made a brief comment on his view of the Institute. The transcribed comments of individuals present influenced this final report. At the close of the session each person was asked to write a brief evaluation relating the project outcomes to the research proposal objectives. Each evaluation committee member reviewed this final report before it was completed.

The evaluations of committee members are listed in Appendix M. Divergent views are expressed. But, taken in the context of the member's relation to vocational education and the project, each comment is an accurate description of the individual's view. The committee agreed that off-farm agricultural occupations preparation was being explored by agriculture teachers before the Institute. Consequently, the teachers received the Institute instruction. The teachers increased their knowledge of distributive education becoming better qualified to conduct broader programs of vocational education. The workshop reports and other instructional aids gave evidence of a productive Institute. Due to the many responsibilities of the typical teacher of agriculture, the goal of full implementation of an agricultural distribution program in each participant's high school may have been unrealistic. Members of the committee would like to have seen more teacher time and commitment given to the implementation of the program in the school system. One factor contributing to this problem was the lack of involvement of school administrators in this Institute. Much evidence did exist showing participant use of Institute units of instruction, merchandising manuals, etc. in the classroon. But, only limited placement of students in agricultural businesses for occupational experiences occurred.

CHAPTER IV

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Conclusions

1. In this teacher education institute the single most important decision made by the staff was the selection of the participants because:

   a. the experiences brought to the Institute by the teachers limited and enhanced the learning process in the Institute.

   b. likewise the norms represented by their communities effectively limited or enhanced the adoption of agricultural distribution as an innovation by the teacher.

2. Vocational Agriculture teachers participating in the Institute acquired a knowledge of distributive education. The gain in information was significant at the .001 level for the 1966 workshop group. There is no reason to believe the 1965 workshop group would have been any different.

3. According to the evaluation committee, the major strength of the Institute was the instruction which occurred during the workshops. This was the result of extensive planning by the Institute staff, and the hiring of two very capable distributive education coordinators as workshop instructors.

4. According to the evaluation committee, the major weakness of the Institute procedures was the failure to involve more administrators in the program innovation.

5. One or two years is a short length of time for program outcomes to be evaluated. Therefore, this project evaluation should look more closely at the workshop effects than implementation effects.

6. Out-of-state teachers participating in the 1966 workshop came into the Institute with more knowledge and higher morale, but made less gain in distributive education information, as a group, than Oklahoma participants.

7. Sufficient incentives were available to attract qualified applicants to attend the workshops: graduate credit, a stipend for self and family, and travel allowance. However, less incentive to adopt the agricultural distribution program in the local high school was present in the implementation stage of the project.

8. Regardless of their degree of success with the program, Institute participants perceived implementation problems in the same order of difficulty: seasonalness of the business, first; extra help not needed, second; and time of day students could work, third.

9. A direct relationship exists between size of community and the number of agricultural businesses available to be used as training stations: the smaller the community, the fewer the training stations. Consequently, a vocational teacher in a small rural community is severely limited in the implementation of a cooperative occupational experience program.

10. Multiple-teacher departments tended to enhance the implementation of a separate class to teach agricultural distribution while the presence of cooperative occupational experience programs in the school system tended to inhibit the establishment of an agricultural distribution class in local high schools.

11. Most of the cooperating training station managers returning questionnaires were pleased with the agricultural distribution program. Parents endorsed agriculture teacher efforts with the program but almost one-half of the respondents indicated no conversation during the year with the teacher concerning their child's training station progress.

Implications

1. A dilemma faces the planners of teacher education institutes. If an idea is important enough for it to be disseminated to members of a target group by the use of an institute, the planners should expect some resistance. This is particularly true if an idea involves a change of methods or program objectives.

2. Incorporating participants who are experienced to some degree with the innovation, tends to add validity to the instructors' comments. These participants' experiences provide a base for group interaction.

3. Housing the participants and their families near each other increases the likelihood of after-class interaction thus enhancing the learning of information at an institute.

4. Institute participants can attain information in a six-week period of time. The participants are physically removed from their communities and problems which confront them. They can concentrate on learning the innovation in a different environment. A change of behavior must be effected during the Institute if the innovation is to be adopted by the school system.

5. Incentives are necessary to attract qualified applicants to attend institutes. Hopefully, the incentive is not the sole purpose for attendance.

6. Sufficient resources are necessary for an innovation such as the agricultural distribution program to be adopted in a social system such as a high school. These resources include teacher manpower, the presence of qualified training stations, and the support of the school administration.

7. Effects of conducting teacher education institutes are cumulative but not duplicative. Continuity but little overlapping was observed between the two workshop sessions.

Recommendations

1. A concerted effort should be made to synthesize some guidelines for selecting institute participants who are most likely to implement the innovations in communities.

2. Future institutes should include at least as much staff time as this one had. The follow-up evaluation phase of a teacher education institute is important and should be clearly structured.

3. Similar projects should include incentives for teachers to adopt the innovation in their communities. Perhaps this would be possible through joint planning by supervisors and teacher educators.

4. Administrators of local school systems should receive direct communication concerning teacher education institutes proposed for their staff.

5. Instructional materials should be developed to prepare students for off-farm agricultural occupations who live in small rural communities. These classroom materials should simulate occupational experiences without requiring actual employment in an agricultural business.

CHAPTER V

SUMMARY

The migration of rural youth to the cities has placed great responsibility on rural school systems for occupational preparation. Vocational agriculture has been the most frequent type of occupational preparation available in rural high schools. The Vocational Education Act of 1963 broadened the scope of vocational agriculture to include the preparation of youth for off-farm agricultural occupations.

Teachers of agriculture were able to see the value of this preparation, but felt inadequate and hesitated to try different instructional programs. This project was conceived as a catalysis to speed up the adoption of off-farm agricultural occupations program objectives. The extensive need for personnel in agricultural business sales and service operations prompted the use of distributive information to better prepare agriculture instructors to teach for off-farm agricultural occupations. Distributive education methods and content became the vehicle through which small high schools could broaden their vocational education instruction. Therefore two six-week workshops were proposed for vocational agriculture teachers to be instructed by distributive education teacher-coordinators. More specifically, the objectives of this teacher education institute were as follows:

1. To upgrade teachers of vocational agriculture in the distributive phases of vocational education.
2. To acquaint teachers of vocational agriculture with methods of conducting supervised training in agricultural businesses.
3. To help rural area high schools to have vocational teachers qualified to conduct broader vocational programs in distributive education.
4. To adapt existing teaching materials in distributive education to meet the needs of training programs in off-farm agricultural occupations.

Summer institutes for secondary school public education teachers have been a popular means of introducing innovations into school systems. A six-week workshop was conducted by the

Department of Agricultural Education at Oklahoma State University for thirty qualified teachers of vocational agriculture during each summer of 1965 and 1966. At least one-third of the participants were agriculture teachers from states other than Oklahoma. Each participant received a stipend, travel allowance, and an opportunity to enroll for graduate credit. The workshop instructors were employed a week in advance and a week after the workshops to prepare and edit instructional materials. A project director and research assistant were employed one-half time to supervise the project and conduct the follow-up visits to the participants' high schools. The effects of the project were evaluated by the staff during visits to school systems. A formal evaluation committee reviewed these findings and submitted statements for this final report.

The two six-week workshops provided the most tangible results of this project: Sixty vocational agriculture teachers from 17 states participated in the project. Their efforts combined with the staffs' yielded two workshop reports and a host of promotional aids. Excerpts from the reports and exhibits of the aids can be found in the Appendices of this report. The workshop reports contained lesson plans, references, ideas, etc. useful to teachers of agriculture who are preparing students for off-farm agricultural occupations. Most of this information was adapted from distributive education methods. Almost two hundred copies of these reports were disseminated on request to interested persons other than participants in this project.

Less obvious, but perhaps more important effects of the workshops were observed in changed behaviors of the participants. The climate of each workshop changed from one of participant apprehension early in the sessions to relative acceptance of the distributive information. Participants attending the 1966 workshop increased their knowledge of distributive education significantly at the .001 level. The previous workshop participants did not receive pre and post tests on distributive education. Both groups of teachers gave favorable evaluations of the workshops.

Although the workshop participants were qualified to conduct broader programs of vocational education, as evidenced by their increased knowledge of distributive education, program implementation of this information was difficult. Frequently participants returning home from the workshop found high school student class schedules difficult to change. The organization of an off-farm agricultural occupations class separate from the traditional program occurred in less than half of the high schools. The seasonalness of agricultural businesses, an oversupply of family labor, and limited work schedule of most students plagued the implementation of a systematic cooperative occupational experience program. However, almost without exception, the participants integrated agricultural distribution units of instruction into their regular course instruction. Most participants were teaching units on applying for a job, and salesmanship, and had asked their students to construct a merchandising manual on an agricultural product. Multiple-teacher departments were more successful in establishing a separate agricultural distribution class than single-teacher departments. The presence of other cooperative occupational experience programs tended to inhibit the establishment of this class.

Two major implications can be drawn from these findings. First, planners of teacher education institutes can expect some resistance from participants to an innovation being taught. If the idea has enough merit to warrant the establishment of an institute, its impact on the status quo will be disruptive. Second, Implementation of institute effects frequently depend on persons and resources other than the individual in the training session. Active involvement of persons responsible for program outcomes should occur early in project activities. In this instance, the lack of qualified agricultural business training stations in small rural communities severely hampered the implementation of systematic cooperative occupational experience programs.

Observations recorded during this project resulted in two major recommendations:

1. Guidelines identifying teacher characteristics or situational variables in school systems which enhance the adoption of educational innovations should be developed. This would enable teacher education institute participants to be selected from school systems most likely to implement the outcomes of the institute.

2. Instructional materials simulating business sales and service employee experiences should be developed for classroom use in small rural high schools located in communities with limited potential training stations. Such materials would help prepare students for post high school occupations in more urban environments.

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APPENDIX A

WORKSHOPS CALENDAR OF EVENTS

1965

June 7	Orientation and Enrollment Course Content and Assignment of Projects Seminar Assignments	
June 8	Off-Farm Agricultural Occupations - Explanation of 1963 Vocational Act	Dr. Edington
June 9	Discussion of Difference Between Work-Program and Coop Program Panel, Stillwater merchants and D. E. students with - Film: Story of DE Students to be ready to report on chosen seminar assignments	Gus Friedemann, Coordinator
June 10	Organization of Coop Program Occupational Survey Student Survey and Selection Training Station Selection Organization of Coop Program Pictures taken for AVA Journal	
June 11	Continuation of Organization of Coop Program Training Agreement Work Permit Job Record Wage and Hour Law Enforcement -	Specialist, Dallas Labor Office
June 14	Film The Role of DE in Agri Training- 2 Seminar Reports Picnic in the evening for families	M. J. Debenning
June 15	The Coordinator and The School Administration - Counselors-Other Teachers; Classroom Procedure 2 Seminar Reports	

June 16	2 Seminar Reports "History and Background of DECA" Ted Best Film
June 17	The Coordinator and the Community, Employers, Trade Groups, Civic Groups, Advisory Committee 2 Seminar Reports
June 18	Student Evaluation (Rating sheets) Program Evaluation Follow-up 2 Seminar Reports
June 21-23	Three-Day Meeting, Oklahoma Vocational Agricultural Division. Six Seminar Reports will be given during this time, with meetings held from 7:30 to 8:30 a.m. and at night during the conference
June 24	Orientation of the Coop Student in the Classroom--Change making; Beginning Essentials of Employment Seminar
June 25	Salesmanship Film 2 Seminar Reports
June 28	Salesmanship Film Seminar
June 29	Speaker - Sales Executive Club, OC Film 2 Seminar Reports
June 30	Introduction, Related Study 2 Seminar Reports
July 1	Introduction, Related Study 2 Seminar Reports
July 2	Explanation of Field Trips (Schedule to be ready--Groups Assigned) 2 Seminar Reports

July 5-7	These three days to be spent in observing for an eight-hour period each day at least three different types of off-farm agri businesses. Groups will be assigned and reports will be required of each group.	
July 8	Evaluation Reports by group members of field trips taken July 5, 6, and 7	
July 9	"Professional Opportunities in Agri Industries" - The Role of the Counselor in Advising Ag Students - The Ag Teacher's Responsibility	Fred LeCrone
July 12	Public Relations 2 Films	
July 13	Public Relations	
July 14	Review of Workshop Notebooks due this day Summarization of Study	
July 15	Final Exam (To consist of essay type in which each student plans a coop agri-occupations type program for his home community from occupational survey through follow-up of student after graduation.)	
July 16	Post View of workshop (Return of materials, etc.)	

1966

June 6	Welcome and Introduction "Preview of Institute" -	Dr. Hull
June 7	Course Content and Assignment of Projects (due July 8) Seminar Assignments (begin June 16)	
June 8	Film: DE Story Discussion of Difference Between Work Program and Coop Program (Text pp. 1-7) Panel: Stillwater DE Students and Merchants Pre-test and Discussion of the DE Panel	

June 9	Speaker "Using an Advisory Council"	- Clayton Riley, Director of Demonstration Center for Training Youth in Non-Farm Agricultural Occupations
	Family Picnic - Boomer Lake	
June 10	"Problems of Implementing the Program"	-Cleo Dupy, Graduate Assistant
	Representative from Dallas Wage and Hour Office	
	Tour of Library - where to find references (Text pp. 50-63)	
June 13	"The Distributive Education Program"	-M. J. Debenning, State Supervisor of Distributive Education
	Instructions, Audio-Visual Equipment	
June 14	"The Coordinator and the School: Administration, Counselors, Other Teachers, Classroom Procedure" (Text pp. 89-92)	
	"Occupational Contests	-Ralph Dreessen, Supervisor of Vocational Agriculture
June 15	"The Coordinator and the Community, Employers, Trade Groups, Civic Groups, Advisory Committees" (Text pp. 73-74)	
	Film: "Care and Handling of Buyers"	
	"How to Use the Telephone:	-Carol Suttles, Southwestern Bell Telephone Co.
June 16	Seminar - 5 man committee "Orientation and Human Relations"	
	"History and Background of DECA"	-Ted Best, Assistant State DE Supervisor
June 17	Seminar - 5 man committee "Sales and Service"	
	Seminar - 5 man committee "Records and Control"	
June 20-21	Three day meeting, Oklahoma Vocational Agriculture Division. Special Instruction for out-of-state enrollees. The entire group will meet from 7:30-8:30 a.m. and at night during the conference.	

June 22	Seminar - 5 man committee "The Buying Process"	
June 23	"Student Evaluation, Program evaluation Follow-up" (Text pp. 86-87; 94-95) Film: "A Little Time for Henry" Seminar - 5 man committee "Organization and Management"	
June 24	"Orientation of the Coop student in the classroom; change making; beginning essential of employment" Speaker: National Cash Register Co. Seminar - 5 man committee "Career Opportunities"	
June 27	Teaching Unit Reports Due Discussion of Units "Public Relations Speaker:	- Bill Hare, KWTV
June 28	"Credit and its Importance in Farm Business" Film: "Your Share in Tomorrow" "Credit"	- Reid B. Cox, Oklahoma City Retailers
June 29	Seminar - 10 man committee "Sales and Services in Agricultural Supply"	
June 30	Seminar - 10 man committee "Teaching Units in Horticulture"	
July 1	"Salesmanship" "Principles of Salesmanship"	-Jordan Reeves, Dulaney's
July 5-6	Two day field trips into Oklahoma City visiting agri-businesses in which it might be possible to place students.	
July 7	Postview, Oklahoma City trips Film: "Three for the Future" "Agriculture Career Opportunities"	-Fred LeCrone, Student Personnel Director for the College of Agriculture

July 8	All day field trips, small town businesses; scheduled according to three main agricultural interest groups.	
July 11	Panel: "Cooperative Programs"	- Roy E. Ayers, State Supervisor of Trade and Industrial Education - Victor Van Hook, State Supervisor of Office Occupations - Blanche Portwood, State Supervisor of Home Economics
	"Area Vocational Schools"	- Francis Tuttle, State Supervisor of Area Schools
July 12	"Team Teaching"	- George Robinson, Coordinator of Vocational Education, Paola, Kansas
	Postview of one day trips	
July 13	Panel: 1965-66 Agricultural Distribution Students, Instructors, and Merchants Film: "The Strongest Link" Review of workshop Notebooks and outside reading due	
July 14	Seminar - 10 man committee "Agricultural Machinery Teaching Units"	
July 15	Postview of workshop	

APPENDIX B

EXCERPTS FROM THE 1965 WORKSHOP REPORT

PLANNING FOR THE VOCATIONAL AGRICULTURE OCCUPATIONS TRAINING PROGRAM

The following recommendations have been compiled and approved by the thirty members of the 1965 Agricultural Occupations Institute, Oklahoma State University, as guides that an agriculture teacher may follow in initiating a program of Vocational Agriculture Occupations Training as a part of his vocational agriculture high school curriculum.

I. Initiative for Starting the Program:

A. The initiative may originate with the superintendent, principal, vo-ag teacher or a business group.

B. The superintendent must be consulted as the school authority regarding the possibility of starting the program.

C. The superintendent is the one concerned in starting and maintaining minimum standards.

D. The State Board for Vocational Agriculture should be consulted for approval and advice on how to proceed.

II. Consult Persons Who Would Be Interested in the Program or Affected by It:

A. Method used may depend on the size of the community and the number of agriculture businesses in it.

B. In a small community with only a few businesses the vo-ag teacher could contact businesses and publics personally.

1. Contact some of the prominent agricultural businessmen of the community and potential training stations.

2. Contact prominent farmers in the community.

3. Prospective students and their parents.

4. Agriculture committee of the Chamber of Commerce.

5. Members of other civic organizations who may have interest in vocational agriculture.

6. Other key persons in the community who might have an interest in the program.

C. In a larger community with several agriculture businesses use could be made of a steering committee.

1. This committee would be temporary in nature.

2. Twelve to fifteen members should be selected as follows:

a. From education:

1. Superintendent.
2. Principal.
3. Vocational agriculture instructor.
4. Counselor.

b. From business:

1. Owners and managers of agriculture businesses.
2. Agriculture chairman of Chamber of Commerce.
3. Agriculture chairman of other civic or professional clubs.

c. Others:

1. High school graduates working in businesses.
2. Newspaper representative.
3. PTA representative.

3. The steering committee should meet two times.

a. First meeting:

1. Orientation of the members to the objectives of the program and how it operates.

a. Visual aids.
b. Resource persons.

2. Ask members of the committee to gather reactions to the program to report at next meeting.

b. Second meeting:

1. Report on reactions to the possibility of starting a program.
2. Assist in deciding "Yes or No" about organizing a program.

III. Survey of Students and the Community:

A. A survey may be advisable before deciding on starting a program.

B. Members of the steering committee could serve on a "Working Committee" in making the survey.

C. The following are suggested methods of securing the information:

1. Personal contact - the most effective method.

2. Letters with return cards or information sheets.

3. Meetings and assemblies.

D. The following information should be secured in the survey:

1. The need for trained career persons in non-farm agricultural occupations in the community and surrounding areas.
2. Opportunities for part-time trainees in the community or nearby.
3. Any changing patterns in agriculture businesses, especially those in the community which would affect the local employment opportunities.
4. Vocational interests of vocational agriculture students and other prospective students.
5. Number of students who could meet the necessary minimum qualifications.

IV. Formulate Program Policies

A. An advisory committee may be appointed to assist.

1. Dissolve the steering committee and appoint certain of the members to the advisory committee.
2. Include representatives of the school, businesses, labor, parents, and officers of your organization in school.
3. The final decision on policies should remain in the hands of the superintendent.
4. The advisory committee should remain a sounding board for advice.
5. Other ways the advisory committee may serve:
    a. Carrying out public relations.
    b. Suggest sources of training stations.
    c. Suggest sources and types of instructional materials.
    d. Provide resource personnel for classroom occupational instruction.
    e. Recommend minimum standards for students.
    f. Assist with banquets and other programs.
    g. Identify educational needs.
6. Formal meetings should be called only when a planned agenda justifies it. About three one-hour meetings per year should be enough.

B. The following should be considered when formulating program policies:

1. State Vocational Education Association policies.

2. A plan of experience and training for the student should be developed and a person designated as sponsor.

3. Areas of experience should be well defined.

4. Before employing the student the businessman should be acquainted with the nature and scope of the program including the following:

    a. Primarily an educational program - not a school employment agency.

    b. Employer is considered a partner in the student's training and should assist the school by providing planned occupational experiences and on-the-job instruction.

    c. That training stations are to provide a definite number of hours each week through the year.

    d. That students are to receive wages which may come under wage laws.

    e. That candidates for the part-time employment have had vocational counseling and have a tenative career objective.

    f. Student learner is enrolled in a special training class.

    g. That the student should have an opportunity to participate in various experiences of the program.

    h. Student should be placed in the same employment status as other part-time employees in matters of social security, insurance, and labor laws.

    i. That you will visit and observe the student's performance and suggest methods of training and determine what related training should be given in the classroom.

    j. That periodic ratings of the student based on the performance of the student will be made by the employer.

VII. Counseling and Interviewing Students

A. Information from applications should be supplemented by information gathered from the school tests, etc. plus your personal knowledge and evaluation of the factors not included on the application or tests.

1. Take into consideration:

    a. Background of student

    b. Past interests

    c. Honesty, dependability and other personal characteristics

    d. Other qualifications

B. Make sure the students understand the difference between work experience and the cooperative training program.

C. Avoid loading the course with job seekers - each student is expected to have an occupational objective.

VIII. Visit Parents

A. Visits prior to acceptance is time well spent.

B. Five reasons for teacher visits to parents or parent visits to the school.

1. To understand the student.

2. To utilize this understanding in developing the student's vocational program.

3. To interpret the program to the parents.

4. To enlist the aid of the parents in the program.

5. To enable the teacher to know first hand the "grass roots" philosophy of the community.

C. Have an evening meeting for parents of students in cooperative training program.

D. Family influence will play an important part in the success or failure of a student in the program.

IX. Plan Course Curriculum

A. Classroom instruction should be based upon and correlated with store employment experience.

1. General classroom studies should include units on areas of the course that would apply to all or a large percent of the occupations in which the students are training or will likely be employed.

a. Use references, course notes, and other channels of information.

b. Community and student survey should be considered.

2. Individual study should be based upon the occupational objectives of the student and the nature of the training stations.

B. Course should be scheduled to fit in with other courses and activities in the school.

X. Collection of Instructional Material

  A. Review instructional material needs and place requisitions.

    1. Material must keep pace with the rapid advancement in the agriculture and business field.

    2. Recommended references on areas presented in this course should be on the list.

  B. Visual aids, pamphlets, training manuals, and display material may be secured from cooperating businesses and other businesses of the community. This material could be secured at the time you are establishing training stations.

XI. Set up Library and Filing System

  A. A special library section should be provided for course reference material.

  B. A supplementary reference of library books, magazines, and agriculture and business literature should be provided to keep them abreast of current practices.

  C. A filing system conveniently located, should be provided for student job record sheets, etc.

  D. Individual shelf compartments should be provided for student workbooks, manuals, etc.

XII. Arrange for Related Classroom Facilities

  A. Provide available instructional equipment.

  B. Create some degree of agriculture business and industry atmosphere in the classroom.

XIII. Assign Students to Training Stations

XIV. Develop a Calendar of Events

SUGGESTED UNITS OF STUDY

The members of the 1965 Agricultural Occupations Institute at Oklahoma State University developed the following units of study which they felt were necessary in the operation of a Vocational Agriculture Occupations Training Program in their high schools. These were presented by members of the Institute in seminar form during the six weeks' period. These units have been organized into a two-year program. These are guidelines for presentation of information to students containing suggested time allotments and manners of presentation; these units are not complete within themselves but are only the exploratory thinking of the individual members who presented them during the 1965 Institute. More refinement of instructional materials is anticipated in the 1966 Institute.

Also, it was determined by the Institute members that half of the class time should be spent in presenting information related to agricultural businesses of all types and that half of the time should be spent with the students working on individual assignments which relate only to the type of training they are receiving on the job. Suggestions for this latter type of study are included in this section.

FIRST YEAR COURSE OF STUDY

I. Orientation

  A. Background of Vocational Education

  B. Importance of Agriculture

  C. Forms Necessary for a Job Application

  D. Labor Laws

  E. Pre-Employment Training, Applying for a Job

  F. Change Making

  G. Learning Store Policies, Systems, and Limiting Regulations

  H. Customer Relations

  I. Course Content of the VAOT Program

  J. The Youth Leadership Program

II. The Seller's Personality and Human Relations

III. Arithmetic

IV. Preventing Accidents and Handling Emergencies

V. Knowing Your Agricultural Products and Services

VI. Selling Agricultural Products and Services

VII. Advertising

VIII. Display

IX. Agricultural Occupations

SECOND YEAR COURSE OF STUDY

(Review of Orientation)

X. Channels of Distribution

XI. Purchasing Agriculture Products for Resale

XII. Transporting and Storing Agricultural Products

XIII. Pricing Agricultural Products and Services

XIV. Store Layout, Location, and Organization

XV. Store Ownership

XVI. Regulations of Business

XVII. Taxes and Their Impact on Business

XVIII. Accounting and Control

XIX. Improving Agricultural Businesses

Applying for a Job in Agriculture (Review of this section in the Orientation Unit)

IMPLEMENTING THE AGRICULTURAL OCCUPATIONS INSTITUTE

OBJECTIVE

To develop youth and adult skills and abilities for proficient employment in agricultural business occupations.

Interpretation:

Developing youth for employment means: (1) adequate guidance and counseling resulting in realistic and challenging career objectives, and (2) quality exploratory occupational experiences in the classroom and in the job placement stations.

Developing adults for employment means: (1) increasing their skills and abilities for greater proficiency in their present occupation (resulting in greater income), and (2) re-educating adults with saleable skills in gainful occupations which offer an opportunity for advancement.

Implementation:

1. Identify employment opportunities (a) locally and (b) on a state and national level.
2. Determine the nature and extent of agricultural knowledge required to become proficient in the occupation.
3. Develop a curriculum to meet the needs of students with employment objectives.
4. Provide supervised experiences in an agricultural business which will lead to successful employment and continuing education.

Focal Points for Evaluation:

1. Changes in the vocational agricultural curriculum.
2. Placement of students.
3. Occupational counseling program.

SUGGESTED PRACTICES FOR AGRICULTURAL OCCUPATIONS DEMONSTRATION PROGRAMS

Occupations Qualifying for the Program:

1. Must be readily identifiable.
2. Require systematic study and pre-employment experience.
3. Provide opportunity for gainful employment after training.
4. Must meet the ethical and social standards of the community.

Occupational Training Stations:

1. Must provide adequate facilities for safe effective experience programs.
2. Should include cooperating employers who understand the objectives of the occupational experience program.
3. Must observe safety, health, and labor regulations.
4. Must be within a reasonable distance from the high school.
5. Should have the opportunity to retain student-employees after graduation.

Written Agreements Should:

1. Be signed and dated between the school and cooperating agricultural business.
2. Include a schedule of processes.
3. Provide for coordinated classroom study.
4. Note approved wage schedule.
5. Be provided to school, business, and students.
6. Clearly state work-hour requirements.
7. Include provision for termination.
8. Identify the skills and abilities learned by the student-employee for particular job titles in the agricultural business.
9. Specify amount of high school credit to be granted.
10. Specify amount and nature of the supervision to be given by the (a) merchant, and the (b) vocational high school teacher-coordinator.
11. Include a brief outline of classroom instruction.

Classroom Instruction:

1. Should be based on the schedule of processes.
2. Should include materials and equipment which are sufficient for the program being conducted.
3. Should adequately prepare students for experiences in the cooperating agricultural businesses.
4. Should present an opportunity for students to discuss questions and problems developing from their pre-employment experiences.

5. Should identify and discuss job opportunities in agriculture.

6. Should give students an opportunity for occupational counseling before, during, and after pre-employment experiences.

EDUCATIONAL OUTCOMES OF AGRICULTURAL OCCUPATIONS DEMONSTRATION PROGRAMS

The Agricultural Occupations demonstration programs are designed to benefit the student-employee, the vocational agriculture program, the school, the merchant, and the consumer.

Benefits to the Student-Employee:

1. The agricultural occupations program offers an opportunity to gain a business reputation including references for future employment.

2. The exploratory occupational experience program places the student in a wide variety of learning situations with a minimum investment of student time and effort, broadening the student s basis for making future occupational decisions.

3. Part-time employment in a reputable business during high school offers the student an opportunity to gain skills and abilities which will increase his earning power upon entry into the labor market.

4. This program can provide a source of income for needy students who might be tempted to drop out of school for financial reasons.

Benefits to the Vocational Agriculture Program:

1. The agricultural occupations program extends vocational education in the smaller high schools to include distribution and salesmanship in agriculture.

2. This program better serves the needs of vocational agriculture students with limited opportunity for employment in production agriculture.

3. The program maximizes the benefits of a farm background for students going into non-production agricultural occupations.

4. The program increases the vocational agriculture teacher's ability to coordinate and supervise student-employees in an agricultural business.

Benefits to the School:

1. The agricultural occupations program increases communication between the school, business, and community programs.

2. Commercial businesses, in effect, become an arm of the community educational institution offering their facilities for education and saving the cost of expensive simulated laboratories within the school plant.

Benefits to the Merchant:

1. The agricultural occupations program provides a selected group of youth who are potentially better employees after high school graduation.

2. Sales personnel within the business will be supervised and educated by persons in the high school at no extra cost to the business firm.

3. More efficient personnel increase the possibility of more profits.

Benefits to the Consumer:

1. An informed experienced sales person, who can differentiate various products to a potential customer, adds value to the product and supplies knowledge for an intelligent purchase.

2. Increased efficiency in distribution and sales results in elimination of loss which can be passed on to the consumer in the form of lower product prices.

3. Efficient merchants and sales personnel increase the possibility of a more stable economy.

4. Informed sales personnel who sell more merchandise, encourage mass production, lowering consumer cost and raising the standard of living of all the people.

VOCATIONAL AGRICULTURE OCCUPATIONS TRAINING PROGRAM FORMS

The following forms were devised by members of the 1965 Agricultural Occupations Institute at Oklahoma State University as suggestions to the institute members in the operation of their individual programs. The following suggestions are offered for their use.

OCCUPATIONAL SURVEY - This form should be completed by the vocational agriculture teacher at the time he surveys his community identifying potential training stations for vocational agriculture students who are interested in occupational training. This form is for his use only and is not to be completed by the merchant himself. It will serve as a guide for the teacher in making such surveys and will provide a record of contacts for future reference.

MEMO OF TRAINING - This is one of the most important forms in the Vocational Agriculture Occupations Training Program. It reflects an understanding of the program on the part of the student, his parents, the employer, and the vocational agriculture teacher who represents the school. It was suggested by members of the 1965 Institute that this form be completed in duplicate, with one copy being left with the employer (after all signatures have been obtained) and the other copy being filed by the teacher as a part of the student's individual record. It was also suggested that the teacher develop a schedule of processes with the employer (which could be written on the back of the last page of the form) showing the various learning situations involving the student trainee.

JOB RECORD - This is a form which is completed by the individual student to record his training experiences on the job. This is to be completed on a day-by-day basis, with totals and accumulations being figured at the beginning of each new week. A few suggested training experiences have been listed on the form with sufficient space left at the end of the form for adding others. It was the feeling of the members of the 1965 Institute that this would provide a daily check for the teacher as well as involving the student in a record-keeping experience which will result in total hours worked in different types of training situations. Accumulations should be kept for the period of one semester and should begin again at the start of a new semester.

PROGRESS REPORT - This form was devised by members of the 1965 Institute as a suggested procedure by which students may be evaluated by their training station sponsors. It will also be a tool by which the teacher can check on individual student progress on the job. It was suggested that some value be placed on the progress report when determining the student grade at the end of a six weeks' or nine weeks' period. The teacher should furnish each training sponsor with a progress report to be completed on each student at the end of the school's grading period.

FOLLOW-UP - This form has been proposed by members of the 1965 Institute to be printed on the inside of a manila folder, beginning with the time the student first enrolls in vocational agriculture and continuing for at least five years following high school graduation. This form could be used by all types of agricultural programs.

AGRICULTURAL OCCUPATIONS INSTITUTE

OCCUPATIONAL SURVEY FORM

I. General Information:

A. Name of Firm____

B. Address________________________Telephone no.____________

C. Name of Person Interviewed______________________________

D. Position____

E. Nature of Business____________________________________

F. Number of Employees___________________________________

G. Number of Positions Requiring Agricultural Competency:

1. Animal Science______________
2. Plant Science______________
3. Soil Science______________
4. Marketing________________
5. Farm Shop and Mechanics______

H. Number of Positions Requiring Leadership Training____________

II. Possibility of Establishing Training Stations:

A. Could training stations be established?____________________

B. Could part-time employees be used in training stations?_________

C. How many?____

D. Possible work situations:

1.____
2.____
3.____

E. Possible work schedule:

1.____
2.____

III. Evaluation and Analysis:

...

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MEMORANDUM OF TRAINING PLAN

Student Trainee ______________________________ Date of Birth _______________

Soc. Sec. No. _____________ Grade ______ Available Work Hours __________________

Occupational Objective _____________________ Training Period ______ mos. or wks.

Training Agency ________________________________ Date ______________________

Address ____ Telephone no. ______________

Department in which Employed ___________________ Sponsor ____________________

Parent or Guardian ___________________________ Telephone no.; res. _____ bus. _____

Address: Residence ___________________________ Business _________________________

1. THE STUDENT AGREES TO:

___Do an honest day's work, understand that the employer must profit from his labor in order to justify hiring him and providing him with cooperative training experience.
___Do all jobs assigned to the best of his ability.
___Be punctual, dependable and loyal.
___Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
___Be courteous and considerate of the employer, his family, customers and others.
___Keep such records of cooperative training program and make such reports as the teacher and the employer may require.
___Be alert to perform unassigned tasks which promote the welfare of the business such as keeping the store neat and tidy.

____

2. THE PARENT AGREES TO:

___The cooperative training program in the place of business.
___Allow student to work in the store during hours and days shown in paragraph 5.
___Provide a method of getting to and from work according to the work schedule.
___Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
___Assume full responsibility for any action or happening pertaining to student trainee from the time he leaves school until he reports to his training station.

____

3. THE TEACHER, IN BEHALF OF THE SCHOOL AGREES TO:

___Give systematic instruction at the school to enable the student to better understand and carry out his duties and responsibilities in the training station.
___Visit the student on the job at intervals for the purpose of supervising him to insure that he gets the most out of his cooperative training experience.
___Work with the employer, student, and parents to provide the best possible training for the student.
___Show discretion as to time and circumstances for visits, especially when the work is pressing.

____

4. THE EMPLOYER AGREES TO:

___Provide the student with opportunities to learn how to do well many jobs in the business.
___Assign the student new responsibilities only when in the judgment of the employer, he can handle them.
___Train the student, when and where possible, in the ways which he has found desirable in doing his work.
___Assist the teacher to make an honest appraisal of the student's performance.
___Avoid subjecting the student to unnecessary hazards.

____

5. ALL PARTIES AGREE TO:

___A period of the cooperative training program which will:

Start in______________________
(month)

End in______________________
(month)

___Working hours during the cooperative training program will include:

Days during week______________________________________
Hours during week days____________________to____________________
Hours on weekend____________________to____________________

___Discuss the issues of any misunderstanding or termination of employment before ending employment.
___A beginning wage of____________per hour.

____

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this memorandum of training plan.

Student____________________ Employer____________________
signature signature

Address____________________ Address____________________

Parent____________________ Teacher____________________
signature signature

Address____________________ Address____________________

AGRICULTURAL OCCUPATIONS INSTITUTE

VOCATIONAL AGRICULTURE OCCUPATIONS JOB RECORD

FIRM NAME____________________________ NAME____________________________

OCCUPATIONAL OBJECTIVE______________________ TYPE OF TRAINING________________

JOB EXPERIENCE	MONTH DATE DAY								WEEK HRS. PER JOB	ACCUM.HRS. PER JOB	TOTAL PER JOB
		M	T	W	TH	F	S	S			

SALARY PER HR. FOR WEEK $__________ TOTAL HRS. FOR WEEK __________

SALARY FOR WEEK $__________ ACCUM. HRS. (ALL JOBS) __________

ACCUMULATED SALARY $__________ TOTAL HOURS __________

TOTAL SALARY $__________

AGRICULTURAL OCCUPATIONS INSTITUTE

PROGRESS REPORT FOR VOCATIONAL AGRICULTURE OCCUPATIONS TRAINEE

Student's Name ______ Date ______ Grade ______ Period ______ Semester ______

Training Station ______ Student-trainee's Sponsor ______

In rating the progress of this vocational agriculture student, please check the most appropriate blank under each trait listed.

APPEARANCE
___Appearance is an asset to business
___Usually neat in appearance
___Appearance needs improvement

PUNCTUALITY
___Always on time
___Usually on time
___Irregular in time

DEPENDABILITY
___Reliable in following instructions
___Careless in following instructions
___Will not follow instructions

INTEREST ON THE JOB
___Shows high interest in his work
___Sometimes shows interest in his work
___Lacks interest in his work

INITIATIVE
___Recognizes most work to be done
___Sometimes recognizes work
___Shows lack of initiative

COOPERATION
___Works well with others
___Helps when asked
___Shows lack of cooperation

ATTITUDE
___Attitude is very good
___Attitude is fair
___Attitude is poor

ABILITY TO DO JOB
___Excellent
___Good
___Poor

Comments you think would be helpful to the student:

Suggestions for improvement of this program:

AGRICULTURAL OCCUPATIONS INSTITUTE

FOLLOW-UP FORM

Name____
Last First Middle

Year (Entered Vo. Ag.)_____Date of Birth___________Place of Birth____________

Address____________________Parents or Guardian____________________

Size of Farm__________Owner/Renter______Direction and Distance from School____________

Brother or Sister____________________Address________________Phone______

Uncle or Aunt____________________Address________________Phone______

Close Friend (Same age or Older)______________Address____________Phone______

Photo

Record of Vocational Agriculture Training

School Year	Name of Enterprise or Job Title	Scope	Hours of Labor	Total Receipts	Total Expenses	Profit or Loss or Payment for Labor	Leadership Activities	Responsibility or Participation	Scope Number Amount

Years Enrolled in Vocational Agriculture

Year	Earnings from Supervised Farm Training	Earnings from Other Supervised Training	Total Earnings from Supervised Training Programs	Investment in Farming Jan 1	Net Worth Jan 1
New Student 19__19__					
Freshman 19__19__					
Sophomore 19__19__					
Junior 19__19__					
Senior 19__19__					

Record After Leaving High School

Year Occupation	Type of Job	Continued Education			Leadership Activities	Responsibilities or Participation	Scope Amount Number
		Adult or Young Farmer	College Field	Other			

APPENDIX C

EXCERPTS FROM THE 1966 WORKSHOP REPORT

CURRICULUM, COOPERATIVE EXPERIENCE PROGRAMS

The major purpose of the 1966 agricultural occupations workshop, held on the campus of Oklahoma State University, June 6 through July 15, was the formulation of a curriculum combining areas of learning necessary for employees in all types of businesses with those competencies peculiar to the agricultural business areas. Agricultural competencies, determined by a series of studies summarized at the Center for Vocational and Technical Education, The Ohio State University, were most necessary in the following major areas: horticulture, agricultural supply, and farm machinery. Therefore, curriculum development of agricultural knowledge was limited to these three main areas.

The members of the 1966 agricultural occupations workshop developed a combined curriculum for a two-year program of cooperative experience in agricultural occupations. It is recognized that most schools will offer this as a one-year course, open only to seniors; however, since students may be enrolled in the course at age 16, it is logical to assume that the cooperative experience program in agricultural occupations will soon develop into a two-year program. Those learning areas common to all types of businesses, such as salesmanship, human relations, arithmetic for the salesman, etc., are presented in the first section of this manual. It is expected that the teacher-coordinator will spend approximately half of the class time teaching areas common to all distributive employment and the other half assisting the students individually or in small groups with problems and information pertinent to their particular training station.

On the pages immediately following are blocked out courses of study for a one-year or a two-year program in cooperative experience in agricultural occupations. It is not anticipated that a person unfamiliar with the planning of the curriculum could take this time schedule and adhere to it exactly; it is only a plan by which the distributive and agricultural material may be meshed together to form a workable curriculum for this program.

You will note that during both the first- and second-year courses, at least three weeks will be spent at the very beginning of the school year to provide the students with information regarding program orientation, employment orientation, and human relations. Also, although salesmanship and sales promotion were designed to be a part of the first-year curriculum, it is also recognized that students in a two-year program will need a review in this area the second year.

The proof of the success of a cooperative experience program in agricultural occupations is the number of boys who become employed in that occupational area following high school or college graduation. For that reason, it was determined essential that occupational information be presented as an instructional unit at the end of the year with more emphasis being given to this during the last six weeks of a two-year program.

COURSE OF STUDY
(Cooperative Experience in Agricultural Occupations)

FIRST-YEAR CURRICULUM

Unit	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
Program Orientation	5									5
Employment Orientation	9									9
Human Relations	4									4
Business Policies		8	2							10
Using Advertising as a Selling Aid			8	2						10
Display Principles and Techniques				6						6
The Pre-Approach to Selling				5						5
The Sales Approach					5					5
Finding the Customer's Needs and Desires					3					3
Helping the Customer Examine the Goods					3					3
Answering Questions and Objections						6				6
Closing the Sale						5				5
Arithmetic for the Salesman							10	10		20
Career Opportunities in Agri. Business									10	10
Product Knowledge and Development of Skills and Techniques for Individual Training Station (Individually or in Small Groups)		10	10	7	9	7	8	10	10	71
F.F.A.	2	2				2	2			8
Total	20	20	20	20	20	20	20	20	20	180

COURSE OF STUDY
(Cooperative Experience in Agricultural Occupations)

SECOND-YEAR CURRICULUM

Unit	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
Program Orientation	5									5
Employment Orientation	5									5
Human Relations	5									5
Advanced Selling Techniques in Specialized Areas	3	7								10
Advertising Layout and Copywriting		5								5
Window and Interior Display			5							5
Taxes			10							10
Regulations of Business				5						5
Accounting and Control				10						10
Principles of Buying					5					5
Sources of Supply					4					4
Transporting and Storing Ag Supplies						5				5
Pricing Agricultural Products and Services						5	5			10
Career Opportunities in Agri-Business								15	10	25
Product Knowledge and Development of Skills and Techniques for Individual Training Station (Individually or in small groups)		6	5	5	11	8	13	5	10	63
F.F.A.	2	2				2	2			8
Total	20	20	20	20	20	20	20	20	20	180

TYPICAL UNIT OF INSTRUCTION APPEARING IN THE REPORT

MAJOR AREA: SALES AND SERVICE

UNIT: DETERMINING THE CUSTOMER'S NEEDS: HELPING THE CUSTOMER EXAMINE THE GOODS

OBJECTIVES: To develop in the student the following:

I. The importance of being a good listener
II. The three types of customers, how to react
III. Precautions in substitute selling
IV. Avoiding problems with undecided customers
V. The importance of what to say and how to say it
VI. Various customer characteristics and what to do
VII. Importance of assisting customers properly
VIII. Guidelines for finding your customer's needs and desires
IX. The five buying decisions of a customer

SUGGESTED TEACHING TIME: 6 hours

SUGGESTED TEACHING TECHNIQUES:

I. The use of the tape recorder prepared in advance showing the importance of being a good listener
II. Each student will complete one outside reading form for each reference listed (books and booklets)
III. Show visual aids, such as the one listed:
    Salesmanship Series
    16 mm film, B & W, 1959
    McGraw-Hill Book Company, Inc.
IV. Role playing on substituting items
V. The use of an outside speaker--one with whom you enjoy doing business. Suggested topic: Good customer-salesman relations.
VI. Home-made charts, small pictures for opaque projector or overlays, showing three types of customers
VII. Actual product samples are wonderful teaching devices if they can be acquired

SUGGESTED ORDER OF PRESENTATION

I. The importance of being a good listener

After contact has been made with the customer, it is important that the salesman be a good listener. Before the sales talk begins, let the customer tell you what he is interested in. (See "Seven Ways to Improve Your Listening Ability," from How to Sell Well.)

II. How to react to the three types of customers

Students will have to do some research on this topic. The three types of customer are:

A. Those who know what they desire

B. Those who have a general idea of what they desire

C. Those who are unaware of their needs and desires

(Show figures on opaque projector)

III. Precautions to follow when substitute selling

A. The product suggested as a substitute will serve as well or better than the one desired. (Example: A person desires to purchase a one-gallon container of milk. The substitute item may be suggested. Two half-gallons will serve the purpose of the gallon and be more convenient to handle, even if there is a little difference in the price.)

B. The product may not be of the same quality as desired by the customer, but the other product must not be belittled or talked down. (Example: Ice cream as compared to ice milk).
(A chart prepared to show ridiculous situations may be used as an excellent teaching device, such as:

#1. Make chart showing substituting ice milk for milk, or make chart showing substituting coffee cream for buttermilk

#2. Show this sign on opaque projector: "We know our competitor sells for less, but he knows what his product is worth.")

IV. Problems with undecided customers

When a customer comes into your business, and is unaware of what he really wants, but has a general idea--try to avoid being too specific in your questions. Being specific may cause these situations to occur:

A. The customer may be forced to make decisions he may not have thought of, rash judgments.

B. Specific answers from the customer may restrict the variety of merchandise you offer for sale.

C. Direct questions will increase the danger of your being out of stock in certain items.

D. Being specific may give the customer the impression that you do not care to take the time to show him the broad selection of your goods in stock.

V. The importance of knowing what to say and how to say it, being tactful.

The importance of knowing what to say, how to say it and when to say it may be an asset to you as a salesman. Someone browsing around a certain section of the store while someone else shops is a potential customer. By observing him and conversing with him at his level, you may impress him with the idea that he really could use the item he is looking at. People like to think that everyone is equal, and a salesman should make the customer feel this way.

VI. Various customer characteristics and what they mean.

A. Their walk. If a person comes into the store with hurried steps, you know just how much time to spend with them.

B. Clothes. This may be a tircky characteristic, some people really dress up when they go shopping.

C. Conversation. Give the customer a chance to speak, be a good listener, let the customer tell you what is wanted.

D. Customer's actions. Note carefully the customer's reactions when showing him certain items.

E. Age and size. People of different ages and sizes want items of various qualities and all tend to regard merchandise differently.

VII. The importance of assisting customers properly

In assisting customers to find what they want, it is neccessary to show them the right merchandise in the right amount. This will usually:

A. Win confidence of the customer

B. Assist you to complete more sales

C. Indicate to the customer that you know what is in stock

D. Allow you to show them more merchandise, showing you are familiar with the stock.

VIII. Guidelines for finding your customer's needs and desires

In determining your customer's needs and desires, it is important to show items in certain order. There are 5 guidelines, namely:

A. When he asks, show him the nearest to what he asks for, in style, color, size, and price.

B. If he is not positive as to what he wants--show him what you may have as near to what he expresses his desire for. Good conversation is an asset here.

C. Show him the medium price first if he has not given any indication as to price.

D. If he shows no preference, show advertised items first or those having unusual value.

IX. Throughout the time you are assisting the customer to find his needs and desires and when he is examining the goods, the salesman must keep the five buying decisions of a customer in mind. They are: (Marketing-Sales Promotion and Advertising).

  A. Need

  B. Thing

  C. Source

  D. Price

  E. Time

REFERENCES:

I. Books

*Richert, Meyer, and Haines, Retailing, Principles and Practices, Fourth Edition, (Gregg Division, McGraw-Hill Book Company, New York)

*Haas and Perry, Sales Horizons, Second Edition, (Englewood Cliffs, N.J., Prentice-Hall, 1963)

Nolen and Warme, Marketing, Sales Promotion and Advertising, (Cincinnati, Southwestern Publishing Co., 1965).

How to Sell Well, (McGraw-Hill Book Company, New York)

II. Films

"Salesmanship Series," 16 mm film, B & W, 1959, McGraw-Hill Book Company, Inc., New York

SUGGESTED METHODS OF EVALUATION:

I. Written test on data from lesson and from experiences by students in class

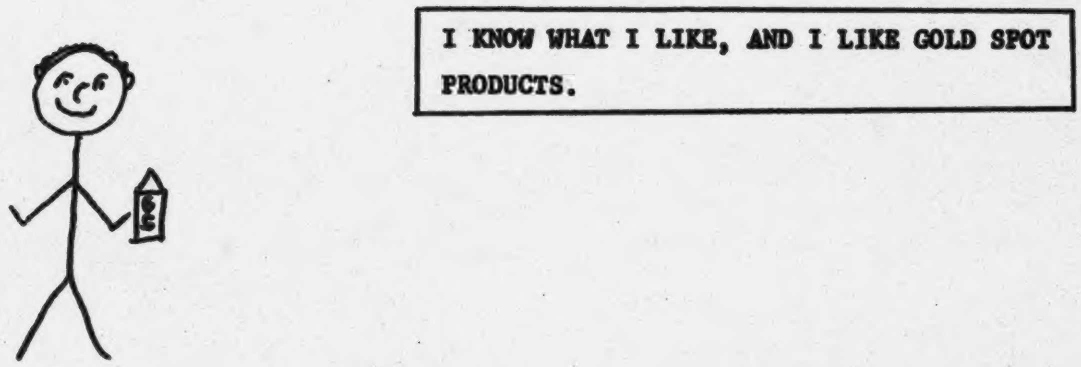
II. Role playing by students in class to show what they have learned from the lesson

*Indicates best references

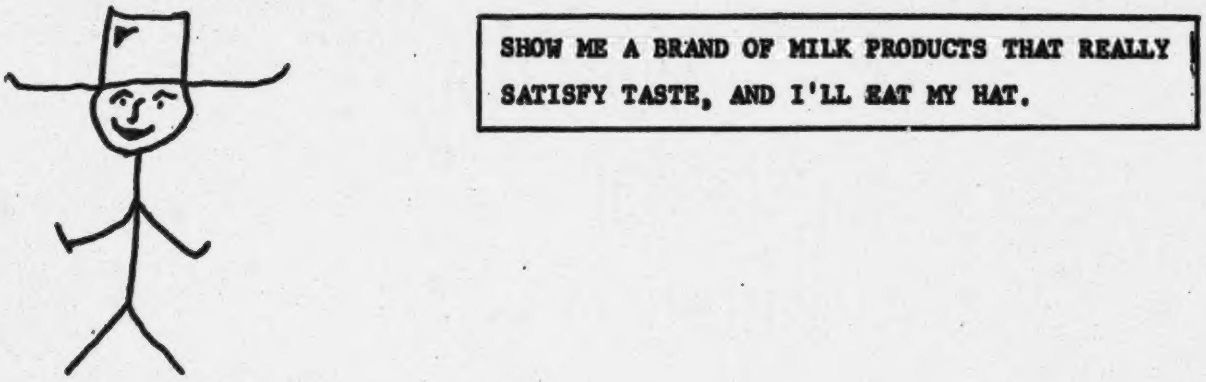
Figure 1

THREE TYPES OF CUSTOMERS

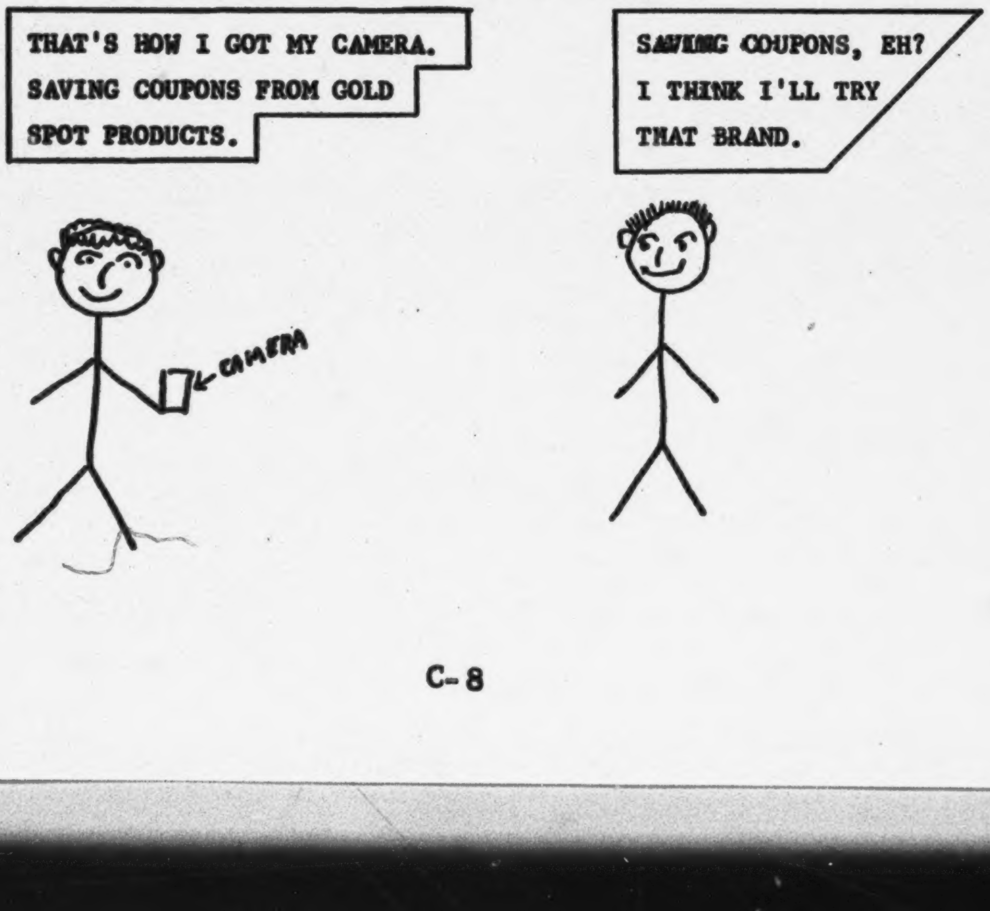
1. Those who know what they desire.


I KNOW WHAT I LIKE, AND I LIKE GOLD SPOT PRODUCTS.

2. Those who have a general idea of what they desire.

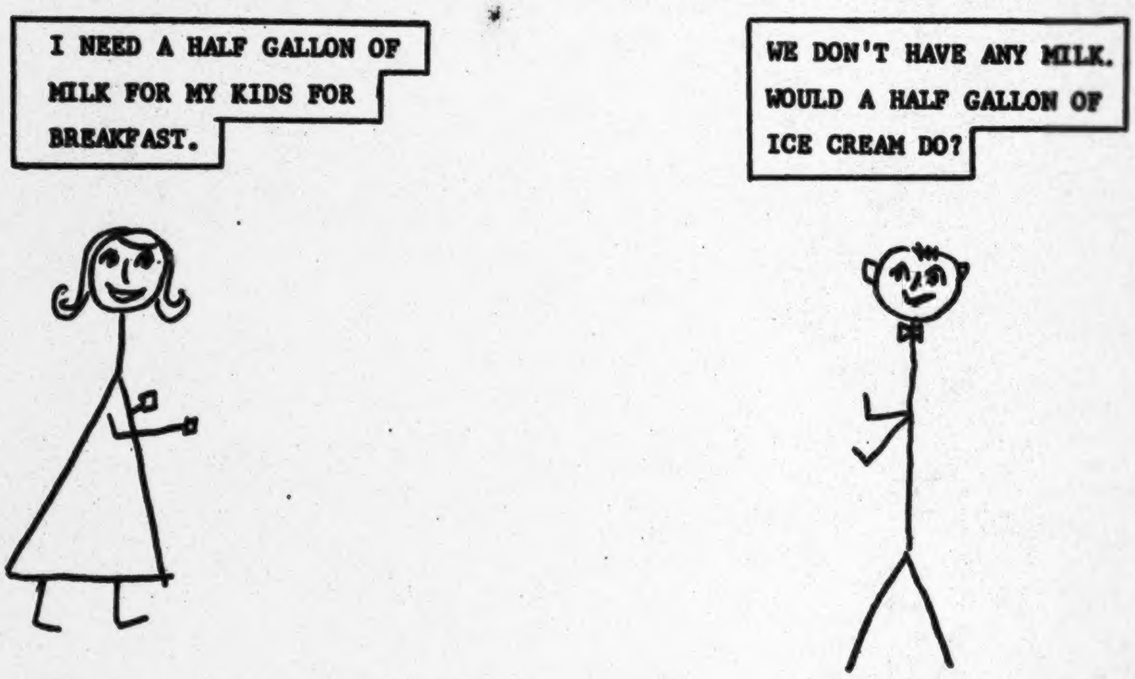

SHOW ME A BRAND OF MILK PRODUCTS THAT REALLY SATISFY TASTE, AND I'LL EAT MY HAT.

3. Those unaware of their needs and desires.

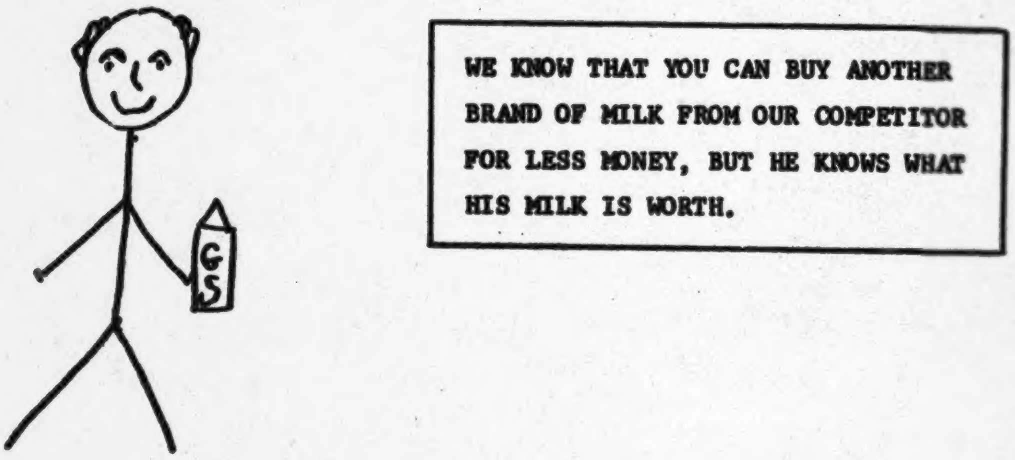

THAT'S HOW I GOT MY CAMERA. SAVING COUPONS FROM GOLD SPOT PRODUCTS.
SAVING COUPONS, EH? I THINK I'LL TRY THAT BRAND.
CAMERA

OBSERVE THESE PRECAUTIONS WHEN SUBSTITUTING ITEMS

1. **Must serve as well or better than the one desired.**


I NEED A HALF GALLON OF MILK FOR MY KIDS FOR BREAKFAST.
WE DON'T HAVE ANY MILK. WOULD A HALF GALLON OF ICE CREAM DO?

2. **Do not belittle or talk down an item that your company does not handle.**


GS
WE KNOW THAT YOU CAN BUY ANOTHER BRAND OF MILK FROM OUR COMPETITOR FOR LESS MONEY, BUT HE KNOWS WHAT HIS MILK IS WORTH.

APPENDIX D

INSTRUCTIONAL MATERIALS DEVELOPED IN THE 1966 WORKSHOP

SLIDE SCRIPT

VOCATIONAL EDUCATION FOR AGRICULTURAL OCCUPATIONS

This is a script for a set of 30 color slides prepared by Bill W. Stevenson, William L. Hull, and Robert R. Price, Oklahoma State University. This script and color slide set has been prepared for the participants in the 1966 Agricultural Occupations Institute.

Slide
Number

1 The cooperative experience program is a new challenge in Vocational Agriculture. The 1963 Vocational Education Act offers an opportunity for agriculture teachers to expand their program. This new dimension is designed to prepare youth and adults for present and emerging off-farm agricultural occupations.

2 The agricultural business and industry community needs employees with skills and knowledge in agriculture. To determine what knowledge is required for particular job titles, Bill Stevenson of Oklahoma State University and other researchers throughout the nation, interviewed agricultural business managers and operators. Over seven hundred interviews were held in Oklahoma alone.

3,4,5 As many as 780 occupations have been identified as associated with agriculture. Three major categories represent the bulk of future employment needs in agriculture. These three categories are Ornamental Horticulture, Agricultural Supplies, and Agricultural Machinery.

6 Salesmanship is one of the competencies most often mentioned by employers as being important in the people they hire. This enthusiastic vocational trainee was taught to present a product to the customer on the job.

7 Educating young men for employment in agricultural business differs only slightly from educating for farming. Knowledge of the product sold is essential to good salesmanship. Here the vocational agriculture instructor brings the problem to the classroom to teach identification of cuts of meat.

8 The distributive education instructor presents information on human relations and getting along with the employer. Close coordination of vocational agriculture and distributive education instruction through team teaching or interrelated classes develops confidence in the student even before he reaches his training station.

9 At the training station the classroom problem assumes new dimensions as the trainee actually performs work under the supervision of the meat market manager. Merchants who cooperate with this program need to be sensitive to the needs of youth and be willing to take time for evaluation of on-the-job performance. Some students receive released school time to prepare themselves for a trade or occupation.

10 Keen observation precedes the actual doing in most training stations. On the right is the manager of a local agricultural supply business, in the center is a customer, and on the left is a student receiving training in the Agricultural Supplies business. The manager is an honorary member of the F.F.A. Chapter and a member of the Agricultural Advisory Council. The customer is a member of the Young Farmer class.

Slide
Number

11 Vocational Agriculture teacher supervision of students placed in agricultural business training stations requires much time and effort. Frequent teacher visits to students placed on the job encourage the trainees and demonstrate a personal interest to the managers of the Agricultural businesses. A memorandum of training agreement involving the student, the employer, the teacher, and the parent helps to outline expectations for the student on the job.

12 Hazardous occupations present special problems for student placement. A letter authorizing intermittent use of hazardous equipment for training purposes must be on file at the place of employment before a student is permitted to work around machinery.

13 In order to better prepare his students to work in agricultural businesses, the teacher-coordinator provides a classroom environment conducive to sales experiences. These students are filling out sales tickets with items ordered by an imaginary customer.

14 A simulated sales booth provides an opportunity for role playing sales situations in class. Product knowledge is a key ingredient in making a sale.

15 All levels of the feed business from manufacturer to local dealer need men trained in agriculture. The trainee should be exposed to as much of the business operations as he seems capable of handling. Employers want carefully selected students who can do their part in the business. Boys who cannot fit into the regular school program probably will not fit very well into this type of occupational training program.

16 In the greenhouse business much work must be done by hand and these hands must be skilled. There is great need in this business, as well as in others, for the training of present employees.

17 Group instruction in vocational agriculture provides a framework for the development of individual potentials on the job. This class borrowed the money to build and equip their own structure and are now raising plants to repay the loan. They have gained valuable experience in business management, as well as in greenhouse operation.

18 Under the watchful eye of the manager, this young man is putting into practice what he has learned in his high school classes. To work with people, to take instruction, to be friendly and courteous, and to be honest and accurate in his work, are all attributes which employers want and which the school should work to develop.

19 Some vocational agriculture classes take advantage of school opportunities to conduct class projects. The man on your left is a park superintendent in Eastern Oklahoma, next is the teacher of agriculture. The young man with the shovel is a student enrolled in on-the-job training. The team is working on a project to landscape the building in the background.

Slide
Number

20 Scientific knowledge of agriculture is responsible for the gigantic production of commodities streaming from our farms. Similarly, the goods and services which keep these farms operating must be exact and precise. Measurement by "Ax Handle" is not good enough [illegible] modern agriculture. Vocational Agriculture shops must be equipped to train students to use a micrometer for measurement of a "thousandth" of an inch.

21 Such training includes an appreciation for the work the trainees perform on the job. The manager of this dairy plant stated that his greatest need is for young men with the capacity and desire to learn to operate technical equipment efficiently and without too much direct supervision.

22 The preparation of young men for employment often involves their attitudes and feelings toward work as well as their knowledge capabilities. Basic education in mathematics and English make it possible for them to become proficient on the job.

23 More and more occupational opportunities are emerging at the technician level. Chemistry and biology form a partnership with agriculture as knowledge is applied to solve problems in the laboratory as well as on the farm.

24 This vocational agriculture student trainee at O.M. Scott's greenhouse in Marysville, Ohio, clips grass seedlings in preparation for crossing varieties.

25 Applied biological science in the form of agricultural knowledge is helping many young men secure jobs. The owner of this greenhouse is running ads in the smaller newspapers to get rural boys to enter a training program. He would prefer that they know the basic fundamentals of watering, fertilization, and insect control. Each plant is important to the profitable operation of the business. Many employers commented on the "feel" for a living plant as a qualification of a successful employee.

26 This vocational agriculture student in the heart of Minneapolis, Minnesota, has become so successful on the job that his training station manager is considering inviting him into the business as a partner. Frequently, student trainees remain in the business after graduation to become full-time employees.

27 This young man received training in a vocational agriculture shop and classroom. His employer feels that he is the best prospect he has hired in years for becoming a top mechanic. He is looking for more employees like this young man.

28 Some student trainees use their part-time job to earn money for college. This young man was hired as a parts manager because of his background in vocational agriculture. He is now attending college part-time and plans to manage or own a farm machinery business in the future.

Slide Number	
29	Graduates of vocational agriculture go into jobs from meat processing to grain processing, and from agricultural machinery to horticulture. A cooperative experience program in agricultural occupations provides realistic experiences to the trainee as a basis for career choice.
30	Agricultural Education will always be in the midst of a changing agriculture. Employment opportunities are wide and varied. Hopefully, the vocational educational program will always be as flexible as the occupational demand and as modern in teaching method as student needs.

BROCHURE

A Look At Agricultural Training Opportunities

Farming and Ranching:

- Custom Machine Operator
- Farm Manager
- Vegetable Grower
- Herdsman

Ornamental Horticulture:

- Nursery Grower
- Garden Center Salesman
- Greenhouse Propagator
- Golf Course Superintendent
- Tree Surgeon
- Landscape Gardener

Agricultural Machinery:

- Shop Foreman
- Welder or Machinist
- Parts Manager
- Product Salesman

Feed, Seed, and Fertilizer Businesses:

- Mill Operator
- Feed Salesman
- Grain Storage Plant Employee
- Product Salesman

Other Agribusiness Enterprises:

- Fertilizer Applicator
- Cotton Gin Operator
- Horse Trainer
- Veterinarian Assistant

Career Exploration For Employment Advantage

Occupational education in agriculture is one of several vocational fields which cooperate with guidance and counseling personnel in the public school system. It provides a maximum opportunity for student exploratory career experiences.

This cooperative training program for agricultural occupations frequently leads to employment soon after high school graduation.

Prepared by the
AGRICULTURAL OCCUPATIONS INSTITUTE
OKLAHOMA STATE UNIVERSITY

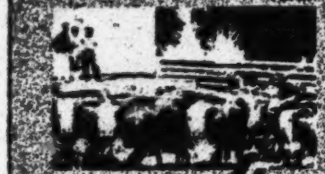
Supported by a Grant from the U. S. Department of Health, Education and Welfare, Office of Education.

For additional information see your Vocational Agriculture Teacher or contact Dr. William L. Hull, Department of Agricultural Education, Oklahoma State University, Stillwater, Oklahoma 74074, Phone FR2-6211.

Training for Agricultural Occupations
Through

Vocational Agriculture

On the Farm



In the Classroom

On the Job

A Cooperative Program

- Students
- Parents
- Teachers
- Businessmen

How to Qualify

High school students who are at least 16 years of age and enroll in Vocational Agriculture are eligible for agricultural occupations instruction. A farm background is helpful but not required. The student should have an occupational objective consistent with the type of employment experiences available in training stations.

Individuals applying for the program must be willing to give their prospective employer an honest day's work for the pay they receive and be capable of learning and progressing in agricultural business.

Parents of the prospective trainee must give their consent to participation in the part-time occupational experience program. This means being responsible for transportation, encouraging their son or daughter in their work, and providing clothing appropriate for the job.

A Cooperative Program

School↔Business

This cooperative program crystalizes two important forces in the educational community, the school and local businesses. These two types of organizations support a joint effort to provide a link for adolescents between study and work.

Each student-trainee spends up to half of the school day on the job. The remainder of the day at school is used in regular classes. Occupational education in agriculture uses one hour each day. During this class, the student-trainee learns how to get along with people such as his employer, other employees at the business and customers.

Technical knowledge in agriculture and distribution is taught through individual and group instruction in the classroom. Instruction in salesmanship and the distribution of agricultural commodities relates to each individual's on-the-job experiences. Each student-trainee becomes proficient at assigned tasks. Adequate library materials and school facilities combine with the latest teaching methods to provide quality occupational education in the classroom.

Agricultural businesses which serve as training stations for the students have been carefully selected by a qualified vocational agriculture teacher. This teacher and the manager or owner of the local business form a team to nurture and encourage student growth in the business.

Evaluation plays a key role in the development of the student-trainee. Both the teacher and the merchant meet with the student in individual conferences. Opportunities to undertake challenging assignments in the business are provided as the student-trainee becomes proficient in his tasks. Monetary reward is supplemented by feelings of self-confidence and achievement in progressively more difficult tasks.

Advantages

for Students

Student-trainees earn money while learning valuable skills and developing abilities. Persons with financial problems may be able to complete a high school education while working part-time.

Learned skills and developed abilities should increase the individual's earning power upon entry into the labor market.

This cooperative occupational program in vocational agriculture offers an opportunity to gain a business reputation including references for future employment.

A student may "try out" an occupation with a minimum investment of time and effort. Such real life experience provides excellent information for vocational guidance and development.

for Teachers

Qualified vocational agriculture teachers receive specialized training in off-farm agricultural occupations to coordinate and supervise student-trainees in agricultural businesses.

Teachers meet pupil needs by extending vocational education in smaller high schools to include distribution and salesmanship in agriculture. Consequently, rural youth with limited opportunity in production agriculture have a better chance to use their farm background in agricultural occupations.

Increased communication between the teacher and merchants in the community keeps the school system in touch with local needs. Agricultural businesses, in effect, become an arm of the school when they offer their facilities for the education of youth.

for Businessmen

This agricultural occupations program provides a potentially more capable employee when he enters an occupation after high school graduation.

Increased efficiencies in distribution and salesmanship means more profits and lower product prices passed on to the consumer.

Sales personnel within the business will be supervised and educated by persons in the high school at no extra cost to the business firm. Informed sales personnel explain the advantages of products to potential customers for an intelligent, and satisfying purchase.

This cooperative educational effort provides an opportunity for businessmen to support their school and influence the lives of future leaders in their community.

WALL PLAQUE

Agricultural Occupations Training Station

VOCATIONAL
FFA
AGRICULTURE

This Organization Is Actively Participating With The Agricultural Cooperative High School Program For Student Training In Agricultural Occupations

TRAINING AGREEMENT

AGRICULTURAL OCCUPATIONS INSTITUTE
MEMORANDUM OF TRAINING

Student Trainee ____________________ Date of Birth ____________

Soc. Sec. No.____________ Grade ________ Available Work Hours ____________

Occupational Objective ____________________ Training Period ____________ mos. or wks.

Training Agency ____________________ Date ____________

Address ____________________ Telephone no. ____________

Department in which Employed ____________________ Sponsor ____________

Parent or Guardian ____________________ Telephone no.: res.____________ bus.____________

Address: Residence ____________________ Business ____________

1. The Student Agrees To:

___ Do an honest day's work, understand that the employer must profit from his labor in order to justify hiring him and providing him with cooperative training experience.

___ Do all jobs assigned to the best of his ability.

___ Be punctual, dependable and loyal.

___ Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.

___ Be courteous and considerate of the employer, his family, customers and others.

___ Keep such records of cooperative training program and make such reports as the teacher and the employer may require.

___ Be alert to perform unassigned tasks which promote the welfare of the business such as keeping the store neat and tidy.

___ Contact the teacher coordinator before resigning.

2. The Parent Agrees To:

___ Placement of the student in a selected cooperative training business.

___ Allow student to work in the store during hours and days shown in paragraph 5.

___ Provide a method of getting to and from work according to the work schedule.

___ Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.

___ Assume full responsibility for any action or happening pertaining to student trainee from the time he leaves school until he reports to his training station.

3. The Teacher, in Behalf of the School, Agrees To:

___ Give systematic instruction at the school to enable the student to better understand and carry out his duties and responsibilities in the training station.

___ Visit the student on the job at intervals for the purpose of supervising him to insure that he gets the most out of his cooperative training experience.

___ Work with the employer, student, and parents to provide the best possible training for the student.

___ Show discretion as to time and circumstances for visits, especially when the work is pressing.

4. The Employer Agrees To:

___ Provide the student with opportunities to learn how to do well many jobs in the business.

___ Assign the student new responsibilities only when in the judgment of the employer, he can handle them.

___ Train the student, when and where possible, in the ways which he has found desirable in doing his work.

___ Assist the teacher to make an honest appraisal of the student's performance.

___ Avoid subjecting the student to unnecessary hazards.

___ Contact the teacher-coordinator before discharging the student-learner.

5. All Parties Agree To:

___ A period of the cooperative training program which will:

Start in ____________________
(month)

End in ____________________
(month)

___ Working hours during the cooperative training program will include:
Days during week ____________________

Hours during week days ____________ to ____________

Hours on weekend ____________ to ____________

___ Discuss the issues of any misunderstanding or termination of employment before ending employment.

___ A beginning wage of ____________ per hour.

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this memorandum of training.

Student ____________________ Employer ____________________

Address ____________________ Address ____________________

Parent ____________________ Teacher ____________________

Address ____________________ Address ____________________

FLIP CHART (WITH ILLUSTRATIONS)

Text per page:

Page 1 The Vocational Agriculture Program

Learning to Do
Doing to Learn
Earning to Live
Living to Serve

Page 2 Introducing Vocational Agriculture

Cooperative Training Program

Page 3 Who is Included in the Vocational Agriculture Cooperative Training Program?

School
Employer
Parent
Student

Page 4 What is an Agricultural Business?

Any business which has employees who require some agricultural competency.

Page 5 What is Vocational Agriculture Cooperative Training?

A joint effort between the school and agricultural business to train prospective employees in agricultural business occupations.

Page 6 School Will

Provide vocational agriculture teacher-coordinator
Provide systematic instruction
Cooperate with employer, parent, and student

Page 7 Employer Will

Provide a training situation
Assist in designing course of study
Help to appraise student's performance
Provide wages

Page 8 Parent Will

Allow student to work during times agreed upon
Provide transportation
Assume responsibility for student's action

Page 9 Student Will

Do an honest day's work
Perform all assigned jobs
Be punctual, dependable, and loyal
Be courteous and considerate

Page 10 Students Eligible for This Program

Any student who has completed______years of vocational agriculture

Page 11 Instruction Provided in Vocational Agriculture I and II

Animal Science
Plant Science
Agricultural Mechanics
Leadership
Soils Science
Record Keeping

Page 12 Instruction Provided in a Cooperative Training Program (For All Students)

Human Relations
Sales and Service
Records and Control
The Buying Process
Organization and Management
Career Opportunities in Agricultural Businesses

Page 13 Individual Instruction Provided in a Cooperative Training Program

Agricultural Equipment
Ornamental Horticulture
Agricultural Supplies

Page 14 We Need Your Help

To provide a training situation
Advise how instruction can be closely related to your business
To publicize the vocational agriculture cooperative training program

Page 15 How Will This Help You?

Provides a conscientious, career minded, part-time employee
Fulfills an important responsibility by supporting your school program
Provides excellent source of future full-time employees already familiar with your organization

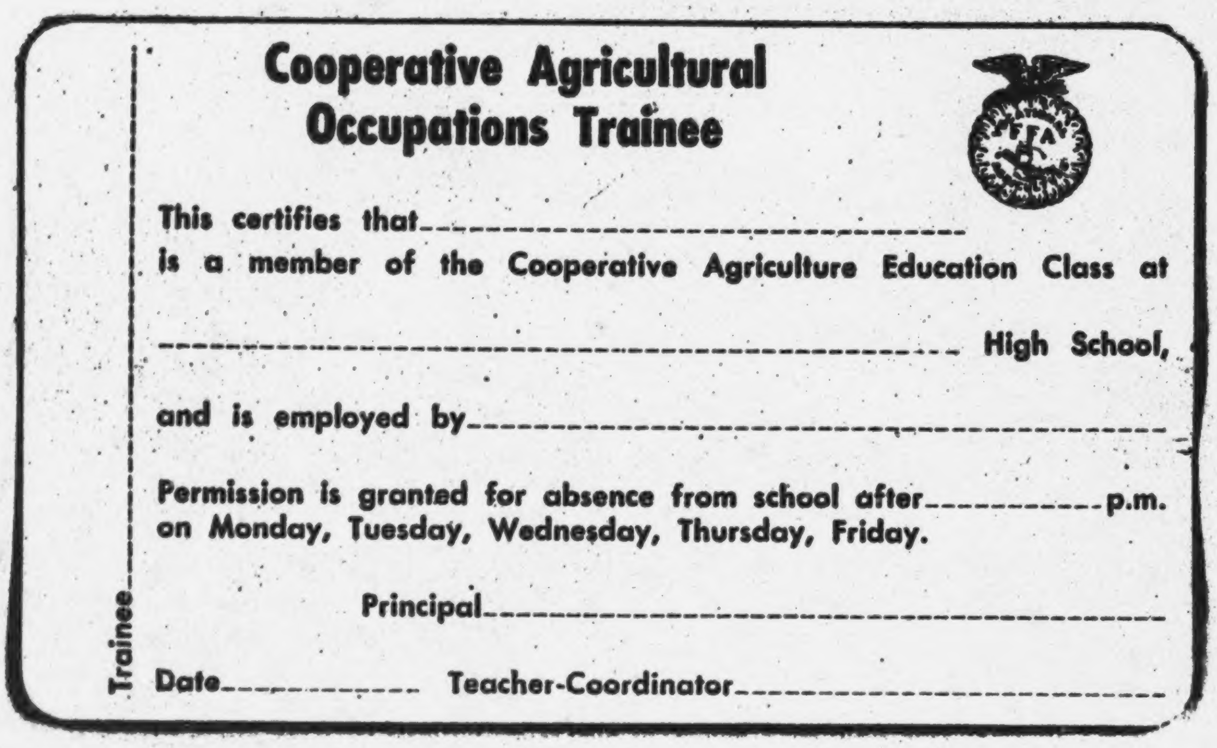
Page 16 Why is a Vocational Agriculture Cooperative Training Program Necessary?

Agriculture is more than farming
35% of the working force are employed in agricultural businesses

Page 17 The FFA

The organization which provides leadership development needed by future employees in their civic activities.

STUDENT CARD



Cooperative Agricultural Occupations Trainee

This certifies that________________________________
is a member of the Cooperative Agriculture Education Class at
____ High School,
and is employed by____
Permission is granted for absence from school after__________p.m.
on Monday, Tuesday, Wednesday, Thursday, Friday.
Principal_______________________________________
Date___________ Teacher-Coordinator________________________
Trainee____________

APPENDIX E

WORKSHOP REFERENCES

1965

Agriculture List

A Study Guide for Placement-Employment Programs in Agricultural Business and Industry. Interstate, Danville, Ill. Hemp-Krebs $2.50.

*Agriculture in our Lives. Interstate, Danville, Illinois, Krebs 1964, $5.50.

**Agricultural Occupations Material. The Center for Vocational and Technical Education, 980 Kinnear Road, Ohio State University, Columbus, Ohio.

*Careers in Agriculture Business and Industry. Interstate, Danville, Illinois, Stone, 1965, $4.75.

Cooperative Occupational Education. Interstate, Danville, Illinois, Mason & Haines, 1965 $6.75.

*Exploring Agriculture. Prentice Hall, Englewood Cliffs, New Jersey, Evans-Donahus, 1963 $6.34.

Guidance in Agricultural Education. second edition, Interstate, Danville, Illinois, Byram, 1965 $5.25.

*Handbook of Agricultural Occupations. Interstate, Danville, Illinois, Hover, 1962 $4.75.

*Introduction to Agriculture Business and Industry. Interstate, Danville, Illinois, Wayant, Hoover, McClay, 1965 $3.25.

*Modern Marketing of Farm Products. Interstate, Danville, Illinois, Mortenson, 1963 $3.95.

Schools may receive an educational discount.
*Tentatively approved for agriculture tests in Oklahoma.
**Prices for the Ohio State material are included on page 3.

Distributive Education List

*Business Principles and Management, Fourth Edition, Southwestern Publishing Company, Cincinnati, Ohio, Shilt, 1961.

*Facts About Merchandise, Second Edition, Prentice Hall, Englewood Cliffs, New Jersey, Logan 1962.

*Fundamentalsof Selling, Eighth Edition, Southwestern Publishing Company, Cincinnati, Ohio, Wingate, 1965, $4.12.

*Know Your Merchandise, Third Edition, Gregg Publishing Company, McGraw-Hill, Highstown, New Jersey, Wingate, 1964.

*Marketing, Sales Promotion, & Advertising, Seventh Edition, Southwestern Publishing Company, Cincinnati, Ohio, Nolan, 1965.

*Retailing Merchandise, Sixth Edition, Southwestern Publishing Company, Cincinnati, Ohio, Wingate, 1963, $4.48

*Retailing Principles and Practices, Fourth Edition, Gregg Publishing Company, McGraw-Hill, Hightstown, New Jersey, Richert, 1962.

*Sales Horizons, Second Edition, Prentice Hall, Englewood Cliffs, New Jersey, Haas, 1963.

*Salesmanship Fundamentals, Third ediction, Gregg Publishing Company, McGraw-Hill, Hightstown, New Jersey, Earnest, 1965.

Store Salesmanship, Fifth Edition, Prentice Hall, Englewood Cliffs, New Jersey, Robinson.

*Tentatively approved for Distributive Education

AGRICULTURAL OCCUPATIONS MATERIAL AVAILABLE

The Center for Vocational and Technical Education at the Ohio State University has the following publications available:

A listing of materials and estimated costs follow:

	Estimated Cost
Policy and Administrative Decisions in Introducing Vocational and Technical Education in Agriculture for Off-farm Occupations (Approximately 30 pages)	$ .30
Vocational and Technical Education in Agriculture for Off-farm Occupations (Approximately 30 pages)	.31
Summary of Research Findings in Off-farm Agricultural Occupations (Approximately 85 pages)	.35

Planning and Conducting Occupational Experience Programs for Off-Farm Agricultural Occupations (Approximately 140 pages)	$ .77
Horticulture--Service Occupations (Course outline and twelve modules - approximate average per module is 40 pages)	4.70
Agricultural Supply--Sales and Service Occupations (Course outline and twelve modules-approximate average per module is 30 pages)	4.70
Organizing to Provide Agricultural Education for Off-farm Occupations (Approximately 19 pages)	.10
Agricultural Machinery--Service Occupations (Course outline and sixteen modules--approximate average per module is 30 pages)	6.50

1966

Books

Byram, Harold M., *Guidance in Agricultural Education* (Interstate, 1959).

Gold, Ed, *The Dynamics of Retailing* (Fairchild Publications, 1965).

Hoover, Norman K., *Handbook of Agricultural Occupations* (The Interstate, 1963).

Mason, Ralph E. and Haines, Peter G., *Cooperative Occupational Education* (Interstate, 1965), two copies.

Robinson, O. Preston and Haas, Kenneth B., *How to Establish and Operate a Retail Store*.

Schiffer, Allyn M., *Profitable Use of Credit in Selling and Collecting* (Fairchild Publications, 1962).

Schwartz, Robert J. and Schiffer, Allyn M., *Credit Collection Know-How* (Fairchild Publications, 1954).

Stone, Archie A., *Agribusiness and Industry* (The Interstate, 1965).

Manuals

"Course Study in Nonfarm Agricultural Occupations," University of Kentucky, 1965.

"An Introduction to Agricultural Business and Industry," Weyant, Hoover, McClay (The Interstate)--Manual and Teacher's Guide.

"Methods in Distributive Education," Ralph E. Mason (The Interstate)

"Preparing Students for Non-Farm Agricultural Occupations," Ohio State, 1964.

"The Retail Revolution" (Fairchild Publications)

"Supervising Occupational Programs," New Mexico University, 1966.

"Vocational Education for Tomorrow's Agriculture," Montana State College.

Modules

"Policy and Administrative Decisions in Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations."

"Horticulture"

"Agricultural Supply"

"Agricultural Machinery"

1966 OUTSIDE READINGS BY TOPICS

I. Orientation and Human Relations

Wingate, John W. and Carroll A. Nolan, Fundamentals of Selling, Eighth Edition (Southwestern Publishing Company, 1964).
Richert, Retailing Principles and Practices (Gregg, 1962).
Haas and Perry, Sales Horizons, Second Edition (Prentice Hall, 1963).
*Mason, Ralph E. and Peter G. Haines, Cooperative Occupational Education (Interstate, 1965).
*Weyant, Hoover and McClay, An Introduction to Agricultural Business and Industry (The Interstate) Manual and Teacher's Guide.

II. Sales and Service

Wingate, Nolan, Fundamentals of Selling, Eighth Edition (Southwestern, 1964).
Richert, Retailing Principles and Practices (Gregg, 1962).
Nolan and Warme, Marketing, Sales Promotion, and Advertising (Southwestern, 1965).

Graham, Encyclopedia of Advertising (Fairchild Publications, 1952).
Mauger, Modern Display Techniques (Fairchild Publications, 1964).

III. Records and Control

Shilt and Wilson, Business Principles and Management (Southwestern, 1964).
Wingate, Weiner, Retail Merchandising (Southwestern, 1963).
Tonne, Simon, McGill, Business Principles, Organization and Management Second Edition (Gregg Publishing Company, 1963).
*Schwartz and Schiffer, Credit Collection Know-How (Fairchild Publications, 1954).
*Robinson and Haas, How to Establish and Operate a Retail Store (Prentice-Hall, 1952).
*Schiffer, Profitable Use of Credit in Selling and Collecting (Fairchild Publications, 1962).

IV. The Buying Process

*Weyant, Hoover, McClay, An Introcution to Agricultural Business and Industry (The Interstate) Manual and Teacher's Guide.
Richert, Retailing Principles and Practices (Gregg, 1962).
Wingate, Weiner, Retail Merchandising (Southwestern, 1963).
*Robinson and Haas, How to Establish and Operate a Retail Store (Prentice-Hall, 1952).

V. Organization and Management

*Weyant, Hoover, McClay, An Introduction to Agricultural Business and Industry (The Interstate) Manual and Teacher's Guide.
Feinberg, How Do You Manage? (Fairchild Publications, 1965).
Levin, Successful Labor Relations (Fairchild Publications, 1963).
Wilson, Eyster, Consumer Economic Problems (Southwestern, 1951).
Lewis, What Every Retailer Should Know About the Law (Fairchild, 1963).
*Robinson and Haas, How to Establish and Operate a Retail Store (Prentice-Hall, 1952).

OUTSIDE READINGS

VI. Career Opportunities in Agricultural Businesses

*Hoover, Handbook of Agricultural Occupations (The Interstate, 1963).
Richert, Retailing Principles and Practices (Gregg, 1962).
Haas and Perry, Sales Horizons, Second Edition (Prentice-Hall, 1963).
*Montana State College, Vocational Education for Tomorrow's Agriculture.
*Weyant, Hoover, McClay, An Introduction to Agricultural Business and Indsutry (The Interstate) Manual and Teacher's Guide.
Robinson and Haas, How to Establish and Operate a Retail Store (Prentice-Hall, 1952).
*Byram, Guidance in Agricultural Education (The Interstate, 1959).
*Stone, Careers in Agribusiness and Industry (The Interstate, 1965).

OTHER AREAS

VII. The Vocational Agriculture Occupations Training Program

*New Mexico University, Supervising Occupations Experience Program.
*Ohio State University, Preparing Students for Non-Farm Agricultural Programs.
Stevenson, A Study of Employment Opportunities and Training Needs in Off-Farm Agricultural Occupations in Oklahoma.
Various periodicals

VIII. Distributive Education

Haas, Distributive Education (Gregg, 1941).
Richmond, Virginia, Distributive Education, An Organization and Curriculum Guide.
*The Retail Revolution (Fairchild Publications).
*Mason, Methods in Distributive Education.
*Mason and Haines, Cooperative Occupational Education (Interstate, 1965).
*Gold, The Dynamics of Retailing (Fairchild, 1965).

NOTE: Each institute member is required to submit reports of 25 outside readings by July 13. There are eight periodicals listed on the reading list. At lease one article is expected. Also, one outside reading is expected from the books on two-hour reserve.

APPENDIX F

1966 WORKSHOP PARTICIPANTS TEST SCORE DATA

TABLE F-1. DISTRIBUTIVE EDUCATION ACHIEVEMENT TEST SCORES FOR 1966 WORKSHOP PARTICIPANTS

Statistic	Pretest	Posttest	Difference
Mean	73.66	84.63	10.97***
S. D.	5.52	5.70	
Range	48-94	67-92	

***Significant at the .001 level by _t_ test

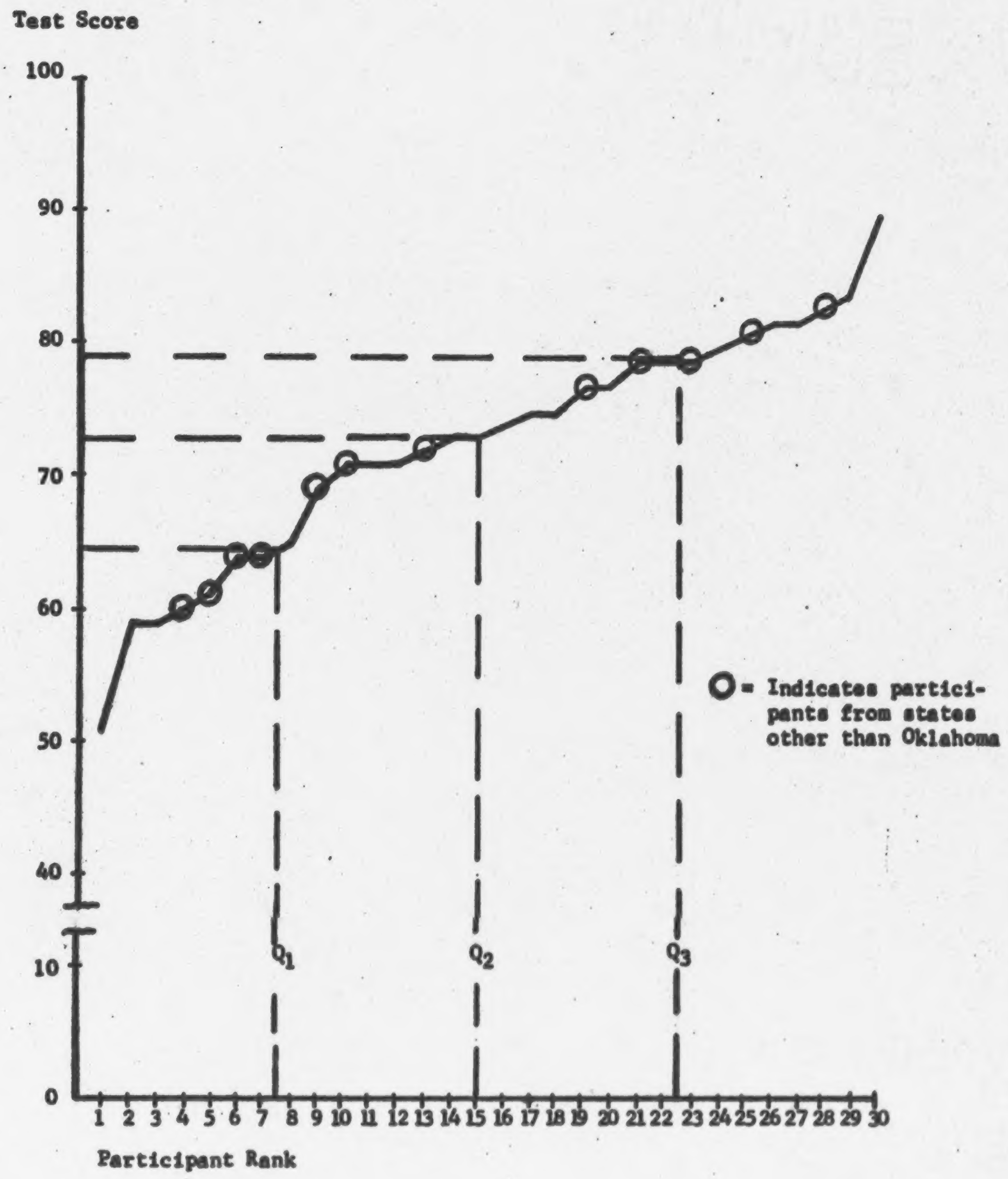


Figure F-1. DISTRIBUTION OF WIDE RANGE VOCABULARY TEST SCORES FOR 1966 WORKSHOP PARTICIPANTS

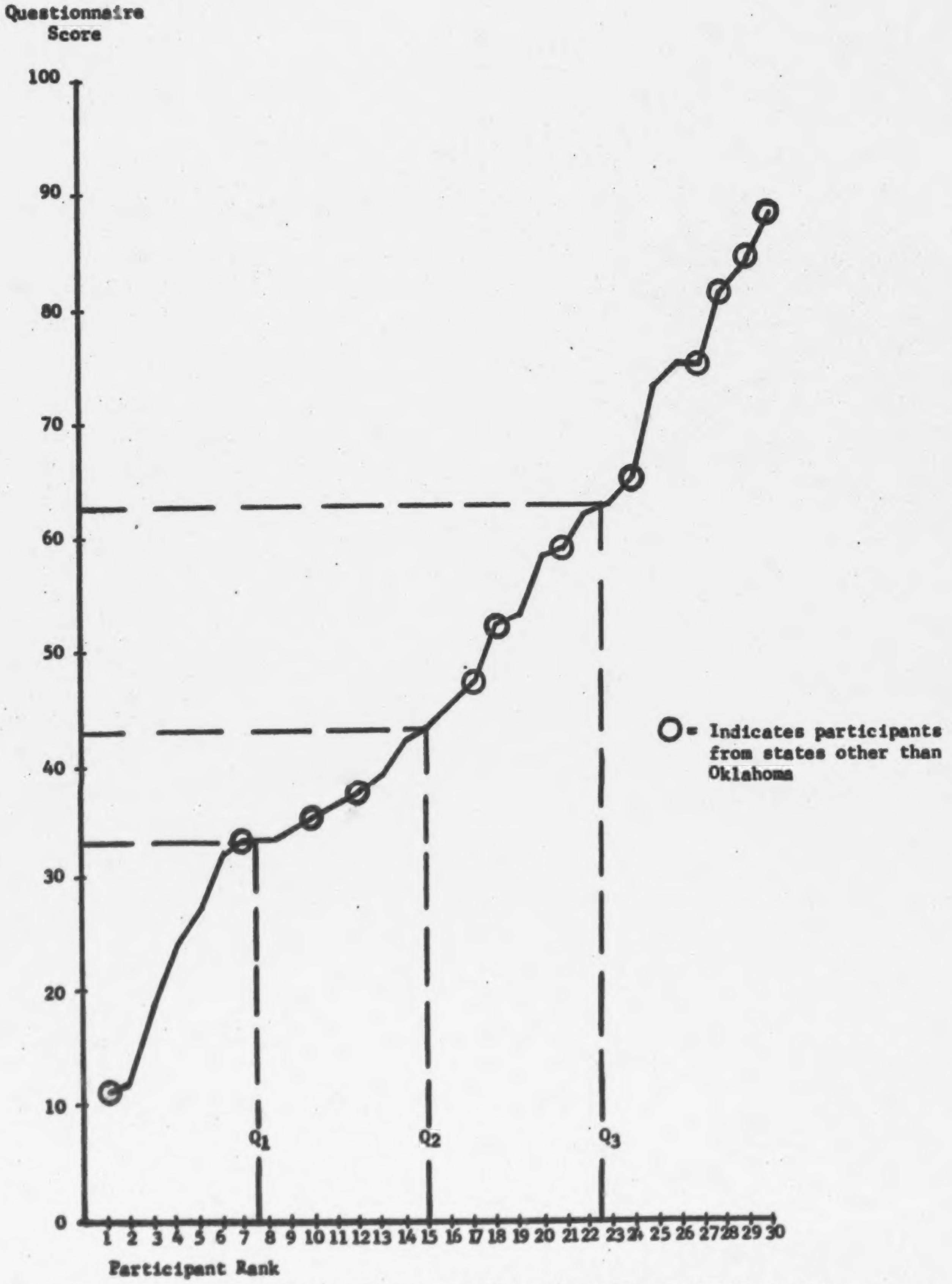


Figure F-2. DISTRIBUTION OF PURDUE TEACHER QUESTIONNAIRE SCORES FOR 1966 WORKSHOP PARTICIPANTS

APPENDIX G

EVALUATION COMMITTEE MEMBERS' AND OBSERVERS' STATEMENTS

June 13, 1967

Robert R. Price, Head
Department of Agricultural Education
Oklahoma State University

An appraisal of accomplishments brought about by the Vocational Agricultural Occupations Institute held at Oklahoma State University during the Summer Sessions of 1965 and 1966 directs major consideration to the following:

1. Sixty teachers of vocational agriculture were made fully aware of both the possibilities and limitations of training programs in vocational agriculture occupations at the local high school level.

2. They were provided meaningful experiences in planning both units of instruction and occupational experiences for high school students.

3. They were provided such instruction under the direction of two highly successful teachers of Distributive Education. Ample time and opportunities were provided for consideration of appropriate variations from the established pattern of operation in distributive education. Innovative thinking and planning on the part of individual class members were encouraged. Not only were participants thus directed in making application of proven techniques used in another vocational service to their own, but perhaps of even more importance they were able to grasp more completely the concept of the unique "wholeness" of efforts in Vocational Education. Certainly, experiences provided through the Institute fostered an appreciation for the accomplishments of another vocational service and engendered a certain pride and satisfaction on the part of participants with their own personal commitment to vocational education.

4. Extensive use was made of appropriate resources, including both innovative teachers and managers of, and visits to, representative agricultural firms. Perhaps the addition of representative school administrators would have further enhanced the completeness of organizational units considered.

5. Particularly effective was the instructional technique of directing each class member in the development of "merchandizing

manuals." These manuals were prepared covering different agricultural business occupational tasks. The class discussed and evaluated the manuals. Evolving from this procedure was the development of greater teacher interest and confidence in the effectiveness of individualized instruction. Undoubtedly, this will be of direct benefit in improving teacher competency in directing student learnings in production agriculture as well as agricultural occupations.

6. Perhaps one of the most valuable accomplishments of the Institute was realized in that each participating teacher was highly motivated to carefully assess his own local teaching situation in terms of potential success of a Vocational Agricultural Occupations Program. He was given ample opportunity and encouraged to carefully assess resources available and/or attainable, including (a) time available, (b) teacher load, (c) training stations available, (d) probable employment trends, (e) prevalent school and community attitudes and, (f) other pertinent factors.

The fact that a considerable proportion of participating teachers did not attempt to implement a program during the first year following their Institute experience can be recognized as a possible result of effective study and conference experiences provided by the Institute. This evaluation would seem further strengthened by the fact that few teachers attempting the program the first year were found to have dropped the program the second year and that a number of teachers who completed the Institute experience in 1965 did implement programs in the fall of 1966.

7. Finally, the two summer Institutes did provide for the Department of Agricultural Education at Oklahoma State University much valuable and highly useful information and experience in the area of effective in-service training for teachers. Largely as a result of experiences of staff members with the Institute, three extension and two campus courses centering on organization and method in directing high school level courses in Agricultural Occupations have been completed. Thus, in addition to the 22 out-of-state and 38 Oklahoma teachers completing the Institute program, another 114 Oklahoma teachers were provided an opportunity to become better acquainted with, and to realistically assess resources of their own school and community in terms of potential for implementing and maintaining a program of vocational and occupational training.

Lucille Patton, Teacher Educator
Distributive Education
Oklahoma State University

Objectives:

(1) To upgrade teachers of vocational agriculture in the

distributive phases of vocational education.

This was refined during the second phase of the Institute due to the adequacy of developed materials from the 1965 summer session and from other states. It seems that the 60 participating agriculture teachers in both Institutes were well exposed to the distributive phases of vocational education. The presence of experienced coordinators of a cooperative program in agri-business during the 1966 summer session helped to point up the importance of distributive education oriented units for teaching agriculture students.

(2) To acquaint teachers of vocational agriculture with methods of conducting supervised training in agricultural businesses.

The effectiveness of the Institute in acquainting teachers of vocational agriculture with methods of conducting supervised training in agricultural businesses was evidenced by responses to questionnaires by teachers and training station supervisors indicating that most students are visited twice per month by the agriculture teacher. This visiting was done during school hours and after school on week days. Most merchant-teacher consultations took place during the student's working time and at the training station. Exceptions to this would appear to be lack of released time or interest in the program on the part of the teacher rather than lack of knowledge of the methods of conducting supervised training in agricultural businesses.

(3) To help rural area high schools to have vocational teachers qualified to conduct broader vocational programs in distributive education.

It would appear that the Institute has been ineffective in the area of helping rural area high schools to have vocational teachers qualified to conduct broader programs in distributive education. The intent to help in this area was present, but the smaller schools are not the ones taking the initiative in implementing the agri-business training. This has been done more effectively by the larger high schools and urban centers.

(4) To adapt existing teaching materials in distributive education to meet the needs of training programs in off-farm agricultural occupations.

This has been effectively accomplished through orienting all Institute participants to distributive education teaching materials to be used as a guide in developing materials for the cooperative agri-business program.

Comments:

It is difficult to tell at this time the over-all effectiveness of the off-farm agricultural occupations training institute.

The far-reaching effects of an endeavor such as this is only limited by the interest and initiative of the individual teacher involved. Also, the effectiveness by which the Institute is measured will also be influenced by the degree of education on the part of the agriculture teachers to "traditional agriculture" and his adaptability to change.

M. W. Baldwin, Superintendent of Schools
Broken Arrow, Oklahoma

The approach to upgrade vocational education teachers in the distributive phases of vocational education was excellent. The plan to use the distributive education people to teach the classes was certainly wise.

The method in selecting the participants was good, especially the idea of selecting from chosen areas of the state.

I might suggest that more time and planning might have been spent in selecting the participants. They should have been more committed to their responsibility after being selected to attend.

In the Institute approach the wealth of materials, techniques, and methods were made available to the agriculture teacher, which has been accumulated by the distributive education people over a number of years. In complying with objective number two (to acquaint teachers of vocational agriculture with methods of conducting supervised training in agricultural businesses), the instructors seemed to be well informed. Their experience and background in the distribution field was an asset in their dispensing the information, techniques, and methods to the agriculture teachers.

The follow up with the newsletters and supervisory visits made many new ideas available to the teachers. During the Institute, time was given for group work at which time the pooling of ideas was a result.

The Institute took care of the demands of objective number three (to help rural area high schools to have vocational teachers qualified to conduct broader vocational programs in distributive education.) The program was made available to the rural area high schools. In some cases the teachers of agriculture were not familiar with distributive education in any respect. This made it possible to enlarge the vocational program, involve more people, and better serve the needs of the community.

The Institute definitely made distributive education teaching materials available and made it possible to adapt them to the needs of the off-farm occupations.

William W. Stevenson, Director
Research Coordinating Unit
Oklahoma State University

The effectiveness of the Agricultural Occupations Institute should be viewed as a part of the overall effort in Oklahoma to convert or revise the vocational agriculture program to include training in off-farm agricultural occupations. As a part of this overall effort and because of extraneous factors over which the Institute director had no influence, a major part of the evaluation of the Institute should consist of what occurred during the six weeks the teachers were on campus. The use the teacher made of what was learned during the Institute after he returned to his home high school may or may not reflect the true value of the Institute itself.

Considering this, let us look at the objectives for the Institute to try to determine how effectively they were met.

1. Upgrade teachers in distributive phases of vocational education.

    a. Cooperation of distributive education personnel at the state level appeared to be excellent.

    b. Two excellent distributive education teachers were used as instructors. This would appear to be the most effective method of upgrading teachers in this area.

2. Acquaint teachers with methods of conducting supervised training in agricultural businesses.

    a. Data were presented to show a wide variety in the amount of supervision given by various teachers in this program. This would indicate that all teachers were not convinced of the necessity or importance of teacher supervision.

    b. The same differences existed in conferences with employers. Again all teachers did not seem to be convinced of the importance of close supervision.

    c. The closeness of the response of teachers and businessmen in their rating of students shows that teachers were very familiar with the students performance on the job.

    d. A part of supervision would be work with parents. Most parents seemed to feel they had been fully informed of the program.

3. Help high schools have qualified teachers

a. The training received would definitely upgrade the teachers' ability in this area of instruction.

b. Some involvement of administrators of local schools would probably have increased the understanding and possibly the participation of the local schools in the program.

4. Adapt teaching materials.

a. Evidence is strong that the adapted distributive education materials were extensively used by institute teachers.

b. Materials were appropriate and relevant to the purposes for which they were intended.

c. Teachers reported wide use of materials developed in subject matter areas and seemed to be well satisfied with the quality of materials.

General:

As would be expected, there is a wide variety of response by teachers in the programs initiated. In most teachers visited enthusiasm was high and it appeared that a permanent contribution has been made to expansion of the program.

Lee Ward, Teacher-Coordinator of
Distributive Education
John Marshall High School
Oklahoma City, Oklahoma

1. Upgrading of teachers re: distribution.

Those teachers attending the Institute have indicated by their discussion, pre-tests, and actual teaching of phases of distribution that a medium to high degree of upgrading in this subject area has definitely taken place.

2. Acquaintance with methods of conducting supervised training in agricultural businesses.

I believe that each teacher attending the Institute has had as much preparation in this area as the average distributive education coordinator. And it is strictly up to the individual agriculture teacher whether or not he will exert enough effort to initiate the program and continue to improve and make it meet the needs of the student and the community. I think this objective has been sufficiently met.

3. To help rural areas to have vocational teachers qualified to conduct broader vocational programs in distribution.

Here, again, I feel that the Institute has succeeded in meeting this objective, although up to this present time, very little has been done toward implementing the program in the rural areas. Accomplishment in this area will, of necessity, be slow.

4. To adapt existing teaching materials in distributive education to meet the needs of training in off-farm agricultural occupations.

Overall, much valuable materials have been adapted to agriculture training needs. I especially feel that the second year's adaptations, although not superior, laid a good foundation toward improvement in the future in this area.

General Critique:

I feel that more time should be taken on the agriculture teacher's part in explaining the program to the merchants, the administration, faculty, student body and parents. I suggest that the agriculture teacher, in planning to call on the merchant, think in terms of setting up an appointment with these prospective training sponsors, thus creating a more relaxed and informative atmosphere, and encouraging the merchant to ask as many questions as possible. He should not leave, if time permits, until he is satisfied that all objectives, benefits to the merchant and student, are clearly defined.

General:

In order to encourage the agriculture teachers to take the necessary time to promote the program, I recommend that necessary changes be made to allow more time for team-teaching situations or the reduction of traditional teaching load if necessary.

Byrle Killian, Assistant State Director
Oklahoma State Board for Vocational Education

The Training Institute to upgrade vocational agriculture in distributive education and supervised training in off-farm occupations conducted during June and July of 1965 and 1966 was a very worthwhile project. Approximately 30 teachers attended each workshop making a total of 60 vocational agriculture teachers who received training. Not only did the teachers receive training and upgrading in the distributive phase of vocational agriculture, but they were motivated to explore and to expand vocational education to students other than those in production agriculture.

The training program conducted by distributive education personnel was readily accepted by the teachers in attendance. Through workshops and professional improvement meetings those who participated in the in the Institute have shared their experiences with other vocational agriculture teachers.

Vocational agriculture teachers in small and rural areas have broadened their vocational programs and types of education. Although many of the teachers were conducting similar programs in the past, they felt that the Institute definitely established a legal aspect in a broader vocational education concept.

This new concept was recognized on the administrative level as it was recommended to the State Department in the Divison of Instruction; additional credits were approved for vocational agricultural occupational training. An additional credit was also approved by the Department of Instruction for vocational agriculture mechanics.

Cooperative programs by the distributive education and vocational agriculture teachers have been developed as a result of the institute. We can see the need for additional programs to be developed on this basis, especially in schools that have multiple teachers of vocational agriculture.

We believe the Institute was conducted on sound educational objectives designed to fit students for gainful employment. This type of program will be encouraged in the future since it fulfills the objective of meeting the needs of the individuals that we are serving in vocational education.

H. W. Mackey, State Supervisor
Agricultural Education
Oklahoma State Board for Vocational Education

The Training Institute held during June and July of 1965 and 1966, for the purpose of upgrading Vocational Agriculture teachers in Distributive Education and Supervised Training in Off-Farm occupations, was successful and valuable.

Some of the recognizable values of this institute are as follows:

1. Every teacher attending was upgraded in his knowledge of distributive education principles and practices. This appreciation of usable knowledge alone is a success factor in evaluating this Institute.

2. The cooperation given by the Distributive Education personel in acquainting vocational agriculture teachers with the methods to be used in implementing this new approach was very valuable. This was not confined to the Institute alone as the Distributive Education personnel also conducted workshops and professional improvement meetings as an in-service training contribution. The ideas and experiences shared with members of the Institute was very worth while.

3. The curriculum and instruction of the Institute and related in-service training has greatly helped the Institute members to be qualified for a broadened contribution to their local community and student needs. Some teachers had implemented in a small way some ideas before the Institute but were unable to expand due to lack of knowledge. The Institute was able to extend their capabilities in order to more nearly meet the actual needs.

4. The merit of such an institute was recognized by local administrators and the State Department for Education. The proof of this is when the Division of Instruction approved additional credits for the type of training being encouraged by the Institute.

Many cooperative programs were developed by the local Distributive Education personnel and the local Vocational Agriculture instructor that were of general benefit to the students, the school, and community. Off-farm occupational importance has gained recognition from all levels and the tremendous contribution is yet to be evaluated.

The implementation of active programs by Institute members may have been something less than the estimated goal, however, the goal may have been somewhat unrealistic due to the varying composition of the many communities represented. The implementation of some areas was deterred by a change of teachers, while in other, it was accented by the formation of a two-teacher department.

I believe the Institute was founded on sound objectives and evaluation procedures. It is still too early for a complete evaluation, but from our point of view, it has been a successful venture. If the Institute or one similar is ever repeated, the knowledge gained from this one will be very applicable.

Donald D. Brown, Central District Supervisor
Agricultural Education
Oklahoma State Board for Vocational Education

1. Although many teachers were already making attempts to adapt their teaching to include off-farm occupations, the Institute centered attention to this need. These teachers were not only made

aware of this need but were given some of the tools necessary in developing a distributive type program for their students.

State wide attention was called to the purpose of the Institute and most all of the vocational agriculture teachers conferences emphasized the importance of providing training for agriculture students interested in occupational careers in agriculture.

The use of successful distributive education teachers as instructors and resource personnel for the Institute added greatly to the effectiveness of the Institute.

2. Distributive education concepts used heavily the first year were reinforced with agriculture teachers who had actual experience in coordinating a Vocational Agriculture Occupational Training program the second year.

Tools were developed to be used by teachers, merchants and students in connection with the training program.

3. Teachers in attendance to the Institute were provided with the tools and exposed to the methods of conducting distributive education concepts in Vocational Agriculture Occupational Training.

4. Proven tools and methods from Distributive Education were used as examples and adapted to Vocational Agriculture Occupational Training. Teachers worked in groups to develop these tools.

As a result, the "Follow Up" records were used on a statewide basis. Also course outlines were submitted to the state office for schools providing Vocational Agriculture Occupational Training. Future Farmer of America Record books and final all-day reports were adapted to the Vocational Agriculture Occupational Training program.

All of those changes are a direct result of the emphasis placed on Vocational Agriculture Occupational Training by the Institute and its following effects.

M. J. DeBenning, State Supervisor
Distributive Education
Oklahoma State Board for Vocational Education

The four objectives as set forth in the abstract of the Training Institute were in my opinion met fairly well. The real benefits of the Institute cannot be expected to materialize until the participants have had time enough to meditate on the new concepts and methods which were discussed during the Institute. Each participant will have to be given time to adapt the ideas and concepts to his own way of thinking. In my opinion many of the participants (not all) will eventually begin to use the information they acquired in the Institute as his own.

The clinic did, in my opinion, do several things which could in the future be very beneficial to Vocational Agriculture and Distributive Education. First, it afforded an opportunity for the participants to learn the elements in cooperative education which are common to both Vocational Agriculture and Distributive Education. Second, it brought about a situation which could provide better communications between the two services. Third, it provided an opportunity for the participants to improve their teaching ability, particularly in distributive skills. Fourth, the clinic gave the participants an opportunity to learn how to set up and operate a cooperative part-time program to train young men for farm-related distributive occupations.

William L. Hull, Project Director and Assistant Professor
Department of Agricultural Education
Oklahoma State University

Any attempt to shorten the lag between innovation conception and adoption by members of a target system can expect to meet some resistance. This teacher education institute was no exception. Among the difficulties which plagued the Institute were the following:

1. The change of directors soon after the project was funded reduced the potency of the 1965 workshop.

2. Preparation for the 1965 workshop was limited by the date the project was approved and the scarceness of guideline information for programs of off-farm agricultural occupations.

3. Although qualified teachers participated in the Institute, it was difficult for them to adopt the innovation in their high schools due to lack of incentive.

4. It was virtually impossible to determine the extent of involvement in an agricultural distribution program before the applicants were selected to participate in the Institute. Consequently, it was very difficult to ascertain real changes in program outcomes as a direct result of the Institute.

However, the Institute was successful in teaching a significant amount of distributive education information to the 1966 workshop participants. Probably this was true for the 1965 workshop participants also. Other accomplishments were:

1. Over three-fourths of the participants are scheduled to teach vocational agriculture in the same high school where they were when they attended the Institute. This has occurred two and three years after their workshop attendance. Seven of the eleven participants who left their teaching post continue in the vocational agriculture system as graduate students, supervisors, or teacher educators.

2. Quality instruction in distribution occurred during the workshops resulting in two workshop reports. Each of these reports contained adapted distributive information useful for instruction in agricultural occupations. In addition, the 1966 workshop group devised promotional aids (a brochure, student identification card, merchant wall plaque, a flip chart, and a slide set) to sell the program to students, parents, or merchants.

3. The departments adopting the agricultural distribution program served as demonstration centers for other vocational agriculture teachers. On numerous occasions Institute participants served on state committees or appeared on state convention programs to inform other vocational agriculture teachers of their agriculture distribution program activities. This occurred in Oklahoma as well as in other states. A delegation of Georgia supervisors and teacher educators visited several Oklahoma departments to see for themselves the effects of the Institute. One Georgia respondent credits this tour as being directly responsible for the implementations of several vocational agriculture department occupations programs in Georgia.

4. Almost without exception, each teacher participant in the Institute came away with an expanded concept of vocational education. Evidence of this was apparent as the staff visited the departments after the workshops. Most of the teachers had ordered additional reference materials on off-farm agricultural occupations. Several had scheduled agricultural occupations classes separate from their traditional ones. In Oklahoma this entitled the student to two credits providing he was employed in an agricultural business an average of 10 hours per week under the supervision of a vocational agriculture teacher. Almost all of the teachers were using merchandizing manuals as a device for instructing students in product knowledge. An awards contest for these manuals exists in Oklahoma.

Within the constraints imposed by precedent and tradition, the Institute functioned reasonably well. It focused attention on an innovation, preparation for off-farm agricultural occupations, authorized by the 1963 Vocational Education Act. Circumstances such as number of potential training stations in a community, the presence of a second vocational agriculture teacher, the existance of cooperative experience programs in the home high school, etc. influenced the adoption of the agricultural distribution program in the participants' high schools. Many of the circumstances were beyond the control of the participating teachers. Nevertheless several teachers fully implemented the program at much expense to their personal time and effort.

APPENDIX H

SUPPORTING EVIDENCE FROM OTHER SOURCES

TABLE H-1. NUMBER OF AGRICULTURAL BUSINESSES BY TYPE OF VOCATIONAL AGRICULTURE PROGRAM AND KIND OF BUSINESS (13)

	16 Occupational Trng. Prog.	16 Traditional Agri. Prog.	Total
Agricultural Machinery	41	14	55
Ornamental Horticulture	45	9	54
Agriculture Supply (feed, seed, etc.)	72	36	108
Others	24	17	41
Total	182	76	258

TABLE H-2. DISTRIBUTION OF AGRICULTURAL BUSINESSES ACCORDING TO POPULATION OF COMMUNITY AND KIND OF BUSINESS (13)

Population of Cities	Number of Schools	Agricultural Machinery	Ornamental Horticulture	Agricultural Supplies	Others	Total	Average per School
50 - 100	2	0	0	2	0	2	1
250 - 500	8	1	0	22	10	33	4.1
900 - 4,000	14	19	6	41	19	85	6.1
5,500 - 11,000	4	11	20	12	3	46	11.5
25,000-500,000	4	24	28	31	9	92	23.0
Total	32	55	54	108	41	258	8.06

TABLE H-3. OCCUPATIONAL TRAINING STUDENTS' PRODUCTIVE ENTERPRISE PROFIT OR LOSS STATEMENTS COMPARED WITH OTHER STUDENTS' RECORDS IN TEN OKLAHOMA VOCATIONAL AGRICULTURE DEPARTMENTS DURING 1966 (16)

		Investment January 1, 1966	Investment December 31, 1966	Productive Enterprise Profit or Loss	Total Profit or Loss
VAOT: N=79[a]	Total	$16,978.66	$24,476.50	$ 9,293.99	$27,123.60
	Mean	214.92	309.83	117.65	469.92
Vo. Ag.: N=101[a]	Total	45,816.74	59,419.31	17,483.37	24,290.11
	Mean	453.63	588.31	173.10	240.50
Difference	Total	28,838.08	34,942.81	8,189.38	12,833.49
	Mean	238.71	278.48	55.45	229.42

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[a] 35 of the 79 VAOT students and only 20 of the 101 V. Ag. students were reported as not having productive enterprises.

TABLE H-4. MEAN NUMBER OF STUDENTS PLACED IN AGRICULTURAL BUSINESSES BY TYPE OF PROGRAM AND TENURE OF THE VOCATIONAL AGRICULTURE TEACHER IN THE PRESENT SYSTEM (11)

(In Years) Tenure of Teacher	Separate Class Agricultural Occupations		Traditional Class Agricultural Occupations Integrated	
	Number of Departments	Mean Number Students Placed	Number of Departments	Mean Number Students Placed
10 or more	4	4.5	2	0.0
5 to 9	3	10.6	6	1.0
0 to 4	4	4.5	9	3.8
Totals	11	6.2*	17	2.4*

*Significant at the .05 level by median tests

TABLE H-5. NUMBER OF STUDENTS PLACED IN AGRICULTURAL BUSINESSES, MEAN WAGE EARNED, AND MEAN NUMBER OF HOURS EMPLOYED PER WEEK BY TYPE OF BUSINESS (11)

Type of Business	Businesses Participating	Students Placed	Wage Earned Per Hour	Hours Worked Per Week
Farm Employment (Prod. Agri.)	8	11	$0.87	16
Agri. Supply (Feed, Seed & Fertilizer	17	19	1.12	15
Farm Machinery Dealers	13	14	0.91	18
Horticulture Businesses	7	9	1.15	19
Other Types	49	55	1.05	16
Totals	94	108	1.03	16

APPENDIX I

PROGRAM IMPLEMENTATION DATA

TABLE I-1. NUMBER OF 1965-66 VOCATIONAL AGRICULTURE DEPARTMENTS BY TYPE OF PROGRAM AND NUMBER OF TEACHERS

Number of Teachers	Separate Ag. Dist. Classes	Ag. Dist. Integrated Into Traditional Class
Multiple Teacher Department	5	0
Single Teacher Department	6	17

$X^2 = 6.25 > 3.84$
Significant at the .05 level

TABLE I-2. NUMBER OF 1965-66 VOCATIONAL AGRICULTURE DEPARTMENTS BY TYPE OF PROGRAM AND EXTENT OF COOPERATIVE OCCUPATIONAL EDUCATION IN THAT SCHOOL SYSTEM

Extent of Coop. Educ.	Separate Ag. Dist. Classes	Ag. Dist. Integrated Into Traditional Class
Distributive Education or other Cooperative Placement Program	3	8
Agricultural Distribution Cooperative Placement Program only	8	9

$X^2 = 1.09 < 3.84$
Not Significant at the .05 level

TABLE I-3. NUMBER OF 1966-67 VOCATIONAL AGRICULTURE DEPARTMENTS BY TYPE OF PROGRAM AND NUMBER OF TEACHERS

Number of Teachers	Separate Ag. Dist. Classes	Ag. Dist. Integrated Into Traditional Class
Multiple Teacher Department	4	3
Single Teacher Department	9	13

$X^2 = .7087$
Not Significant at the .05 level

TABLE I-4. NUMBER OF 1966-67 VOCATIONAL AGRICULTURE DEPARTMENTS BY TYPE OF PROGRAM AND EXTENT OF COOPERATIVE OCCUPATIONAL EDUCATION IN THAT SCHOOL SYSTEM

Extent of Coop. Educ.	Separate Ag. Dist. Classes	Ag. Dist. Integrated Into Traditional Class
Distributive Education or Other Cooperative Placement Program	3	5
Agricultural Distribution Cooperative Placement Program only	10	11

$X^2 = .1508$
Not Significant at the .05 level

TABLE I-5. NUMBER OF MERCHANTS AND TEACHERS REPORTING OBSERVED BEHAVIORS OF SIXTY STUDENT TRAINEES DURING 1965-66[a]

Observed Behavior		Very Often	Often	Sometimes	Seldom	Very Seldom
Reports to work on time	M	48	11	1	0	0
	T	43	15	2	0	0
Discriminating and exact in his work effort	M	31	18	5	4	1
	T	29	22	8	1	0
Careless, inefficient, wastes time	M	2	1	4	19	34
	T	1	1	10	11	37
Avoids responsibility	M	0	1	5	17	37
	T	2	0	13	13	32
Would rather talk than work	M	0	0	7	16	37
	T	1	0	8	24	27
Handles poorly matters requiring mental concentration	M	3	2	6	12	37
	T	0	1	17	13	29
Resents criticism	M	0	1	7	17	35
	T	0	1	10	21	28
Slow to learn	M	0	2	5	18	35
	T	0	2	11	18	29
Gets along with other employees	M	39	17	0	3	1
	T	41	16	1	1	1
Exhibits self confidence on the job	M	30	22	6	2	0
	T	24	29	5	2	0
Finishes the job he is assigned	M	42	15	0	3	0
	T	39	18	2	0	1
Does what he is told	M	45	12	2	1	0
	T	36	21	3	0	0
Interested in accepting new tasks	M	39	13	7	1	0
	T	29	22	7	2	0

[a] The sixty merchants and sixty teachers observations relate to the same students.

Observed Behavior		Very Often	Often	Sometimes	Seldom	Very Seldom
Exhibits individual initiative on the job	M	25	22	9	2	1
	T	24	19	15	2	0
Customers like the student-trainee	M	30	18	2	0	0
	T	32	21	2	0	0
Student uses the proper customer techniques in making a sale	M	19	25	4	0	0
	T	27	19	5	1	0
Can read labels and identify items well enough to locate them in the business	M	30	16	4	0	0
	T	31	18	1	1	0
Respects company property (trucks, tools, etc.) and uses it carefully	M	36	15	2	1	0
	T	38	17	4	0	1
Dresses appropriately for the task to be done	M	35	17	3	2	0
	T	46	12	1	0	1
Knows the prices of most of the products in the business	M	18	14	8	3	0
	T	18	23	3	0	1
Can make change accurately	M	27	9	1	1	0
	T	29	13	1	0	1

TABLE I-6. NUMBER OF PARENTS INDICATING FREQUENCY OF TEACHER-PARENT CONVERSATIONS ABOUT PROGRESS OF STUDENT AT TRAINING STATION

Source of Responses	N	Frequency of Conservations			
		0	1-3	4-9	10 or more
1965-66 School Year	69	25	25	18	1
1966-67 School Year	120	58	37	16	9

APPENDIX J

SAMPLE COPY OF NEWSLETTER

THE AGRICULTURAL OCCUPATIONS INSTITUTE NEWS

Issued by the Department of Agricultural Education, Oklahoma State University,
Stillwater, Oklahoma 74074

December, 1966

Editor, Marlena Norris

Dwight Blankenship at Stigler, Oklahoma is gathering reference materials and suggests that if you are not familiar with Jesse S. Nirenberg's book "getting Through to People" published by Prentice-Hall, Inc. (1963), you might like to look it over. He recommends it as an excellent reference for use with human relations and salesmanship units. Dwight has ordered "An Introduction to Agricultural Business and Industry" for each student.

For a "run-down" on George L. Dowell's program at Cleveland, Mississippi, you should read his article in the November issue of the Agricultural Education Magazine, pages 112-113. Congratulations, George, for exhibiting ingenuity in meeting the needs of your students.

Another fine article telling the story of vocational agriculture and job related training appeared in the October 1 issue of "The Ohio Farmers" magazine. Andrew L. Stevens' article describes the Marysville, Ohio vocational agricultural occupational training program. Odell, with his principal and advisory committee chairman, visited Clayton Riley's school at Paducah, Kentucky to gather more ideas to enhance his training program at Marysville. The employer's rating chart enclosed with this issue of the newsletter came from Marysville.

Elroy Otte, Dimmitts, Texas is looking for a good course of study to use with his students for veterinarian aide and machinery parts men. (Elroy, you might contact Harold C. Gregory, Portland high School, Portland, Tennessee, for information on a veterinarian aide study kit. It might be what you are looking for).

Elroy has a problem we might all like to have, not enough students to place in available new training stations.

James Hubbell, Napoleonville, Louisiana, is doing something that we all might be thinking of, outlining next year's program so that the new students can plan their schedules. James has also placed three more students in the Farm Machinery Business.

Mr. Hubbell has been confronted with the problem of getting the Physical Education requirement for his students deleted in order that they might work. He states that this must be done directly through the State Department of Education in Louisiana.

Al Nowlin, Minco, Oklahoma, has eight trainees in his occupational training program and has the same problem that Elroy has, not enough students to fill all the available training stations.

Al Nowlin was in the 1965 Institute and responses from other members of that class are appreciated. If all you fellows would take a report form, a ten minute coffee break and jot down a few comments once a month, we would keep the "crew" informed of your activities.

Billy Corning, Gould, Oklahoma has a small program but should be commended for doing an outstanding job in orienting his students into the world of work. He has been able to instill into his students the concept that earning a living is an honorable concept. How did you do it, Bill?

E. C. Kitchens, Norman, Oklahoma

is working with the idea of having a unified banquet program for all four of the co-operative occupational training programs at Norman High School. This idea may be an excellent approach for demonstrating to the business firms the important position they are filling in the total educational program of the Norman High School.

In reading Mr. Kitchen's report, one gets the feeling that he is teaching students first and subject matter second. (The editor thinks this is great).

Harold Gregory, Portland, Tennessee has designed and established a marketing lab by partitioning an unused portion of his shop. Within this new area he has a counter, display shelves, peg board display, cash register, parts counter and parts storage space, platform scales and work tables seating 20 students. Harold has 140 books on occupational training in his library.

Harold has combined his Agri. IV class with that of related Agricultural Occupations.

Time utilization or allocation must certainly be a factor of utmost importance in planning your program, Harold. How about a rundown on a typical day at Portland High.

The editor dropped by for a coffee break with Glen Gardner at Warner, Oklahoma. Glen has some of the same problems that many teachers are having, not enough training stations. The writer was impressed with the attitude expressed by the administration toward the agricultural occupations program. Glen did a good job of informing them about the training program and the trainees as they are being prepared for full membership in the world of work.

Included with this issue of your newsletter are two items: (1) An evaluating device for recording students progress in their training stations, and (2) Extension Leaflets which discuss areas of the marketing process. Oklahoma teachers may request multiple copies of the Leaflets from their OSU Extension Agents.

EMPLOYER'S PERIODIC RATING FOR STUDENTS IN AGRICULTURAL OCCUPATIONS*

Student____________________ Date__________

Training Station____________________ Rated by__________

DIRECTIONS: Please circle one of the numbers (1 through 10) opposite each of the five factors in the left-hand column which you think most nearly indicates the trainees rating for the past six-weeks school period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
Progress	1 2	3 4	5 6	7 8	9 10
Has he advanced in skill and knowledge during the past six weeks?	Has made almost no progress.	Has progressed in only a few phases of his training.	Has made average progress in his training.	Has advanced beyond expectations.	Exceptional progress made in skills and knowledge
Initiative	1 2	3 4	5 6	7 8	9 10
Can he originate and carry out his ideas?	Has to be told everything to do.	Seldom goes ahead on his own.	Goes ahead on routine matters.	Frequently looks for additional work to do.	Always finding jobs that need to be done.
Reliability	1 2	3 4	5 6	7 8	9 10
Can the students be depended upon in his work?	Can seldom be relied upon.	Frequently fails to come through.	Can be relied upon in most cases.	Only occasionally fails to come through.	Can be relied upon implicitly in all matters.
Work Attitude	1 2	3 4	5 6	7 8	9 10
Does he have a good attitude toward his work?	Bored; shows little enthusiasm.	Rationalizes his shortcomings and mistakes.	Normally enthusiastic about his work.	Tries to improve his work in most cases.	Is always alert to findings ways of improving.
Cooperation	1 2	3 4	5 6	7 8	9 10
Does he work well with others?	Always wants his own way; is hard-headed.	Hard for others to work with.	Usually congenial and easy to work with.	Works well with his associates.	Cooperates fully in all matters.

Additional Remarks

APPENDIX K

STAFF MEMBER OFFICIAL VISITS TO PARTICIPANTS' HIGH SCHOOLS

1965 Workshop Participants

NAME	LOCATION	STAFF MEMBER	DATE
Marvin Best	Vinita, Oklahoma	Dupy	12/4/65
Donald Coffin	Guthrie, "	Hull	9/14/65
		Hull	11/23/65
		Dupy	3/10/67
Gene DeWitt	Ponca City, "	Dupy	11/8/65
		Ward	2/17/67
Donald Brown	Prague, "	(These men were promoted to state level positions soon after the institute was completed)	
Harry Frank	Purcell, "		
Don Gappa	Hooker, "	Dupy	10/11/65
David Gray	Latta, "	Dupy	8/24/65
		Hull	12/1/65
Hugh Hardie	Collinsville, "	Dupy	11/30/65
William R. Harrison	Leedy, "	Dupy	8/23/65
		Hull	11/8/65
Lloyd Henslee	El Reno, "	Dupy	8/24/65
		Hull	11/9/65
Ted J. Howell	Muldrow, "	Dupy	12/13/65
Edward Kitchens	Norman, "	Hull	11/23/65
Joe Legako	Watonga, "	Dupy	8/23/65
		Hull	11/9/65
Bob Logan	Poteau, "	Dupy	12/13/65
Dyton Matthews	Madill, "	Dupy	8/26/65
		Hull	11/30/65
Kent Metcalf	Altus, "	Hull	10/26/65
		Patton	10/26/65
		Ward	3/29/67

NAME	LOCATION	STAFF MEMBER	DATE
Bob McKay	Broken Arrow, "	Hull	3/11/66
Alvin Nowlin	Minco, "	Hull Hull	11/22/65 3/10/66
H. F. Polone	Durant, "	Dupy Hull	8/25/65 11/30/65
Adrain Ratliff	Hobart, "	Hull	10/27/65
Frank Bobbit	Wytheville, Va.	Dupy	1/18/66
Howard Denmark	Louisiana, Mo.	Dupy	10/20/65
Donald Jaworski	Allegan, Mich.	Dupy	10/18/65
Norman Keesler	Vale, Oregon	Hull	10/18/65
Herbert Lackey	Cleveland, Tenn.	Dupy	1/13/66
Clifford Luke	Minneapolis, Minn.	Hull	3/21/66
Joe W. Martin	Bald Knob, Ark.	Hull	10/15/65
Will Mashburn	Waco, Texas	Hull	10/25/65
Clarence McClure	Benton, Tenn.	Dupy	1/5/66
Glen Sowder	Yuma, Colorado	Dupy	10/12/65
1966 Workshop Participants			
Leon Applegate	Sand Springs, Okla.	Norris	4/24/67
Glynn Ashley	Haileyville, "	Hull	4/4/67
Dwight Blankenship	Stigler, "	Hull	12/2/66
Bill Corning	Gould, "	Ward	3/28/67
Gerald Dawkins	Midwest City, "	Hull	4/28/67
Glen Gardner	Warner, "	Norris	12/2/66
Arlie Goforth	Medford, "	Hull	12/16/66
Delbert Holman	Newcastle, "	Norris	5/1/67
James E. Hunter	Lexington, "	Norris	4/28/67

NAME	LOCATION	STAFF MEMBER	DATE
Donald G. May	Union City, "	Norris	1/6/67
Mickey Nolen	Hartshorne, "	Hull	4/5/67
Robert Nunn	Seminole, "	Hull	3/21/67
Willard G. Parker	Muskogee, "	Norris	3/6/67
Edward Perry	Jenks, "	Norris	4/7/67
Hallard Randell	Blackwell, "	Hull	11/30/66
Lon R. Shell	Skiatook, "	Norris	3/15/67
W. D. Sumner	Okeene, "	Norris	12/16/66
Robert L. Wood	Sallisaw, "	Hull	3/7/67
Finis J. Branham	Littlefield, Tex.	Hull	1/24/67
Robert A. Crawley	Monticello, Ark.	Norris	1/24/67
George Dowell	Cleveland, Miss.	Norris	1/6/67
Harold Gregory	Portland, Tenn.	Hull	3/30/67
George Head	Albuquerque, N.M.	Hull	1/26/67
James J. Hubbell	Napoleonville, La.	Norris	1/8/67
R. T. Meder	Phoenix, Ariz.	Hull	4/17/67
Odell Miller	Marysville, Ohio	Hull	11/2/66
Elroy Otte	Dimmitt, Texas	Hull	1/23/67
Loy W. Smith	Carnesville, Ga.	Norris	3/28/67
Samuel L. Stiles	Savannah, Ga.	Norris	3/30/67
Lawrence J. Venner	Wessington Springs, South Dakota	Norris	5/8/67

APPENDIX L

PARTICIPANTS' EVALUATION OF THE 1966 WORKSHOP

As a result of the six-weeks workshop in agricultural occupations do you:

Yes	No	Don't Know	
27	2	1	pay more attention to sales personnel where you purchase goods and services?
28	1	1	feel more confident in your own ability to conduct a cooperative occupational experience program in agriculture?
30			know more about Distributive Education and cooperative placement programs?
26		4	believe you can construct a curriculum in agricultural distribution (either integrated with a regular vocational agriculture class or as a separate occupations class) which will provide maximum benefit to your students?
29		1	have more instructional aids which will be useful to you in a cooperative occupational experience program in agriculture?
29	1		recommend that other vocational agriculture teachers examine the possibility of such a course?

PLEASE RATE THE FOLLOWING 1966 WORKSHOP EVENTS ON A FIVE POINT SCALE:

Excelent	Good	Ave.	Bad	Poor	No Resp.	
15	12	2	0	0	1	Quality of instruction by the institute staff
9	17	3	1	0		Field trips to the agricultural businesses
2	21	5	1	0	1	Presentations of guest speakers and panels
13	14	3	0	0		Reference material provided
11	14	5	0	0		Workshop participants committee reports